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AUTHOR	Broadbent, William A.
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ABSTRACT

During 1993 and 94, the University of Hawaii performed a study of local organizations in the tourist/hospitality industry, assessing employer satisfaction with the graduates and products of the public school system and community colleges. Specifically, the study aimed to determine if participants of training programs were making a successful transition from school to workplace. Forty-three interviews were conducted, targeting managers, owners, supervisors, and/or staff from human resources offices. The study used a sample stratified by organizational size and type of service provided, with hotels and restaurants dominating the group. All firms selected were characterized as service industries, but some also fell into other general categories (hotels could also be categorized as free-standing resorts that offered recreation, entertainment, restaurants, and shopping in addition to lodging). Almost all firms hired employees who had taken vocational, technical, or occupationally oriented class while in high school; three-quarters of the sample preferred to hire applicants from community colleges who had obtained relevant skills training. In addition, more than half of the organizations queried felt that community colleges were doing well in achieving their goals of job preparation. Provided in the report are data on secondary and postsecondary schools and interviewee comments. Appended are additional comments, standards, and interview instruments. (AS)

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ACCOUNTABILITY AS MEASURED BY EMPLOYER SATISFACTION IN HAWAII'S TOURIST/HOSPITALITY INDUSTRY:

1993–1994

State of Hawaii
June 1994

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William A. Broadbent

June, 1994

Office of the State Director
for Vocational Education
State Board of Vocational Education
University of Hawaii
Sinclair Annex 1
1633 Bachman Place
Honolulu, Hawaii 96822

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INTRODUCTION

Accountability and Performance Assessment in Vocational Education and Occupational Training

Anyone who has watched the evening news over the last few months is aware that renewed attention is being focused on making federal assistance programs leaner and more efficient. New emphasis has also been placed on achieving more in the area of education and training for employment. Funding has actually been increased for programs that promise "immediate placement" on graduation. Funding for other training programs has either remained flat or declined. There have been three successive years of budget deficit reduction. These are indeed lean times, and competition for scarce federal dollars for training programs is fierce.

In order to justify the expansion of any given federal assistance program, it has become increasingly important for educators to demonstrate that the program offered is effective. In other words, to justify the use of federal tax dollars for something like vocational education, it is necessary to prove that this expenditure will result in a better quality of life for our citizens and will also ultimately produce more tax revenue through increased earnings. Unfortunately, that's not so easy.

Many ways have been used to establish accountability in vocational education and occupational training programs The best way to demonstrate cost effectiveness is to demonstrate those persons who receive formal education generate more taxable income than those without such training. For instance, the Hawaii Job Training Coordinating Council compares graduates of JTPA programs incomes with a "formula derived" income standard. The formula used to compute the "standard" is questioned by some and the 13 week follow-up involves self-reporting by graduates. Self-reporting by respondents usually results in some distortion. However, the Job Training Council does regularly release a report that shows their graduates incomes are generally higher than the predetermined standard.[1] Any follow-up, such as this, is to be appreciated as a meaningful attempt to achieve accountability.

Some states such as Florida, Alaska, Tennessee, and Washington make use of wage records extracted from Department of Labor and Industrial Relations' (DLIR) unemployment insurance data banks. According to Ann Wilson -- "Alaska is unique in having access to such information."[2] The Alaska Department of Labor (AKDOL) Research and Analysis collects occupation and workplace information for most of the state's wage and salary workers in addition to the employer, wage and industry information typically collected by the other states. This data source is called the Alaska Occupational Data Base (ODB). The results of their calculations have tended to suggest that graduates of formal vocational education programs in 1990, generated average earnings that exceeded all Alaska workers of the same age. There is some controversy regarding their methodology and interpretation of findings.

One national study conducted by the Washington D.C. firm of Research and Evaluation Associates, Inc. also achieved the desired favorable results.[3] Florida places heavy reliance on wage records and placement rates in holding its vocational education programs accountable. According to the Executive Secretary of the Hawaii State Occupational Information Coordinating Center, the administrative costs of collecting such data in Florida have proved to be high. As many as six full time professionals are required to monitor the wage records alone in that state.

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[1] Staff. An Annual Report to the Governor: Program Year 1991-1992 (Honolulu: Hawaii Job Training Coordinating Council, 1993), passim.

[2] Wilson, JoAnn. "Innovative Uses of the Occupational Data Base," Alaska Economics Trends, Juneau, February, 1992.

According to many social analysts, the use of wage records is almost always shrouded in controversy. DLIR administrators contend that it is time consuming, expensive, and represents nothing more than a pedagogical exercise in self-validation. In the view of many, the costs do not justify the benefits derived. Many members of the lay community are opposed to such accountability strategies on the basis that they constitute an invasion of privacy.

As previously mentioned, wage rate analyses usually show that those with formal, vocational training tend to be make more money than those without such training. This assumes that in the comparative analyses between voc-ed graduates and those without voc-ed training that those with the formal training fare better. This conclusion assumes that all other things are equal. However, many "uncontrolled" intervention variables may be involved in the greater financial success of persons with vocational training.

Two techniques are popularly used in wage rate analyses: the "occupational identifier" method and the "record matching" technique. Both strategies require imprecise crosswalks between occupational training titles and job descriptions. The suspicious nature of the crosswalk mechanisms often calls into doubt the legitimacy of the entire approach.

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[3] Staff. Measuring Employment Outcomes Using Unemployment Insurance Wage Records, (Washington D.C.: USDOE, Research and Evaluation Associates, Inc., December, 1991), passim.

In Hawaii, there are other factors which make it difficult to use this approach to achieve "demonstrated effectiveness." Hawaii's concern for the individual's "right-to-privacy," has, perhaps, no equal in the nation. It has discouraged most proposals for the use of wage rates analyses for accountability. Section 6 of Article I of the State's Constitution guarantees all citizens the right to privacy. Under the Uniform Information Practices Act (Modified), chapter 92F, Hawaii Revised Statutes, information regarding an individual's income is confidential. See Haw. Rev. Stat. Sec. 92F-14 (b) (6) Supp. 1992). The Employment Security Statute, chapter 383, Hawaii Revised Statutes, prohibits the disclosure of an individual's unemployment benefits records by the State Department of Labor and Industrial Relations. See Haw. Rev. Stat. Sec. 383-95 and 383-144 (1985).

According to Harriet Lewis of the Attorney General's office, any solicitation of wage information by OSDVE would make those records de facto government documents. Release of such government documents might constitute an "unwarranted invasion of personal privacy." Lorna Loo of the Office of Information Practices, which is administratively attached to the State Attorney General's Office, agrees that unemployment insurance wage records constitute records that must be kept confidential in order to prevent a "clearly unwarranted invasion of personal privacy" under the Uniform Information Practices Act (Modified). As a consequence, we in Hawaii have sought other means to demonstrate program effectiveness.

The most recent federal assistance legislation enacted for vocational education, The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, specified the creation of a Committee of Practitioners to determine a Core of Standards and Measures of Performance. It also prescribed that these results be included in the Annual Performance reports that are prepared by the State Board for Vocational Education. This "Core of Standards" involved many measures of program effectiveness. The results of the first set of analyses conducted during the academic year 1992-93 are reproduced in Appendix B. As the reader will note, the outcomes that were measured included such factors as "completion rates," "test results," and "placement data."[4]

Efforts have also been made to access the satisfaction and success of students who have enrolled in vocational education. In 1990, a linear study of student satisfaction and success rates of high school "completers," who had enrolled in vocational education, was conducted.[5] The results and findings were very favorable in terms of the intended program outcomes. A somewhat similar study, focusing on the three programs targeted for Hawaii's "School-to-Work Transition," is scheduled for 1994-1995. The program areas to be monitored in 1993-1994 are "Cooperative Education," "Career Academies," and "Tech-Prep."

However, one of the most effective methods of measuring program effectiveness in the past in Hawaii, has been employer satisfaction surveys. Eleven such studies have been conducted in recent years. This report provides the results of the 1993 - 94 survey.

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[4] Staff. Hawaii Annual Performance Report for Vocational Education: 1992-1993 (Honolulu: Office of the State Director for Vocational Education, 1993).

[5] Broadbent, William A. Student Satisfaction: A Preliminary and Partial Inquiry (Honolulu: Office of the State Director for Vocational Education, 1991).

The Relevance of the Population Targeted for Study in the 1993-1994 Canvass: The Tourist/Hospitality Industry

The industries targeted for study in the eleven prior employers' satisfaction surveys alluded to have been stratified by size. One year OSDVE looked at the 20 largest employers in the state. In another year, a large sample of employers, drawn randomly from firms having average payrolls of between 100 and 250 workers was used. One study was done on very small business. However, it was generally found that the smallest firms tended to hire from within their extended family. They did not take "formal vocational training" into account either in recruitment or employee evaluation.

According to some sources, the "tourism/hospitality" industry is the largest industry in the world.[6] It is "conventional wisdom" that "tourism" constitutes the largest single source of employment in the State of Hawaii. The tourist or hospitality industry reportedly overtook agriculture some 25 years ago. In the view of most people, it is the most significant piston in Hawaii's "triple reduction" economic engine.[*] The other pistons are popularly believed to be sugar and defense. It should be noted that agriculture constitutes only 1.6% of the total "gross state product" (refer to Appendix C).

The prevalence of tourism appears to manifest itself in the high visibility of Hawaii's many hotels, and other recreationally oriented enterprises. However, the perception of its dominance is difficult to discern in the most recent U.S. Department of Commerce data.

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[6] Staff. "Linkage: The Proposed Occupational Cluster for the Hospitality & Tourism Industry," International: CHRIE, Washington, D.C., March 1, 1994.

[*] Note: The analogy is to marine, reciprocating steam engines.

However, Paul Brewbaker, a leading economist for the Bank of Hawaii, has provided us with an analysis which makes use of the same data but reorganizes it in a somewhat different conceptual manner. In Brewbaker's opinion, visitor expenditures represent about 23% of the aggregate/gross expenditures in the state (this figure includes all export data but precludes import figures).[7]

Many people may be surprised by the apparently small percentage of the State's economy that can be attributed to the "tourist/hospitality" industry. However, it should be noted that the tourist industry contributes roughly the same percentage to the gross state economy as the total expenditures of the entire public sector which includes county, state, and federal (both civilian and defense).

The contribution of tourism is measured in terms of the value added by the industry (i.e. gross product by industry as reflected in the income expenditure accounts data).

According to an uncited source used by the Honolulu Star Bulletin, tourism is responsible for 9 billion dollars in revenue and is the source of 39% of the jobs in the state.[8] It generates over 1.2 billion dollars of the 3.5 billion dollars in taxes that state and local governments take in annually.

The Present Condition of the Tourist/Hospitality Industry in Hawaii

When this survey began, hotel occupancy was experiencing its third year of decline in a row. The most recent annual drop in the percentage of tourists arriving in Hawaii represented the greatest annual percentage decline since 1932. Hotel occupancy was running about 70% in the spring of 1994. The "break even" mark for most hotels is somewhere around 65%. However, for the hotels built or purchased in the halcyon years of the late 80's, the break even occupancy rate is much higher. The late eighties were years of outrageous real estate speculation fueled by foreign investors primarily from Japan. It is unlikely that the return rate on some of these ventures will ever be adequate to compensate for the capital invested. However, by February of 1994, visitor head-count showed signs of recovery. By the spring of 1994, a full recovery seemed imminent.

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[7] Brewbaker, Paul. Refer to Appendix C.
[8] Wiles, Greg. "Hawaii Economic Lifeline," Honolulu Advertiser, May 1, 1994, p. 1.

Tourists, in recent years, are tending to extend their stays longer and are spending more per visit. Economists at both the Bank of Hawaii and the First Hawaiian Bank, the two largest financial institutions and the ones with the most sophisticated research departments, believe the visitor market has probably bottomed out. They caution us to look at the amount expended by tourists instead of the number of arrivals.

For those who walked along Waikiki Beach during the Christmas season, there appeared to be little room for any additional sunbathers. More hotel rooms will not improve the appeal of this popular Hawaii destination for tourists.

Despite reports to the contrary, Hawaii continues to have great appeal. According to the pace setting tourist magazine Conde Nast Traveler (Summer, Travels' Survey Edition, 1993), Hawaii virtually dominates the short list of would be travelers who are seeking a "tropical destination." There are those who are quick to carp about our heavy reliance on sun, sand, and swaying palm trees. However, it may be ethnocentric, but those who have visited other tropical resort destinations would probably agree with the Conde Nast Traveler readers surveyed. No other tropical destination beats the Hawaiian Islands for sheer tropical beauty and climate.

Recently, airlines have reduced the number of seats assigned to Hawaii in favor of other destinations. This is probably due to the relative isolation of the islands from major population centers and the resulting high cost of getting here. Honolulu is the most isolated major population center in the world. "Frequent flyer" programs may also be coming back to haunt the airline industry. Coupons used for a trip to Hawaii have usually meant lost revenue. Acapulco may not be as nice as Ka'anapali, but it's a shorter distance for the North American tourist. The same may be said for the relative convenience of Queensland, Australia for the Japanese tourist in search of a tropical vacation. To shift the appeal of Hawaii tourist promotions to historical points would place us at something of a disadvantage. Destinations such as Boston, Paris, and even Cartagena have more to offer in this area. To emphasize the virtues of entertainment also might place us at a competitive disadvantage with locations such as New York, New Orleans, or San Francisco. And, does the United States need any more "kiddy theme park" destinations? "Cultural tourism" is also still controversial.

Industry observers are cognizant of the importance of making Hawaii's unique history, recreation, and entertainment possibilities better known. However, that's not our strongest suit. What is critical, however, is the "spirit of Aloha" and the technical quality of the hospitality service provided. Frequent cruise ship travelers will often book passage on older, less adequately equipped ships because of the superior service and hospitality they have received during previous cruises.

How satisfied are employers with the formal training and social education of the local residents they recruit to work in their hospitality oriented businesses? One purpose of this canvass was to ascertain the adequacy of the training of people of Hawaii in preparing themselves for these roles. Do recently trained employees project the Aloha spirit and demonstrate that they are proficient in the execution of their visitor related, professional skills? They will need to be very effective if the state is to continue to prosper.

Another Consideration in This Quasi-holistic Analysis of the General Topic: Wages in the Tourist/Hospitality Industry

According to the Department of Labor and Industrial Relations, the Hospitality or Tourist Industry does not pay particularly well.[9] Many blue collar workers who are employed in unskilled and semi-skilled jobs on the mainland do much better at present by comparison. According to Gary Pakulski, the long hours being logged by the employees of major automobile companies in the United States could easily raise their annual income from a base-wage of $35,000 to above $50,000 in 1994. This year "skilled" assembly-line employees may see their base-pay of $41,000 rise to more than $60,000, as long as the over-time currently being paid continues.[10] Many manufacturers appear to pay overtime rather than hire additional workers and incur additional administrative overhead or indirect salary costs.

Most workers in the hospitality/tourist industry are in "service oriented" positions. This is due to the very nature of the work. Service oriented employment is usually less adequately compensated than occupations in manufacturing or construction. Many jobs, for which gratuities are considered part of the compensation, result in minimum wage rates or comparatively low salaries. The average pay for a hotel worker in 1992 was $20,521. That was even less than the average for all services occupations taken as a whole. This figure was $23,849.[11]

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[9] Staff. The 1992 Employment and Payrolls in Hawaii (Honolulu: DLIR, 1993), passim.

[10] Pakulski, Gary T. "Factory Workers Logging Overtime Hours Big Time," Honolulu Star Bulletin, February 8, 1994.

Unfortunately, Hawaii has one of the highest cost of living, if not the highest in the United States. Many people in the hospitality/tourist industry take a second part-time job to keep their heads above water financially. Several hotel managers, during the course of the study, reported that they frequently have people apply for positions as "night auditors" in order to obtain a second full-time job.

Needless to say, both parents in the traditional family unit in Hawaii usually work. The demand for hospitality/tourist services is generally highest during the holidays. Demands for hospitality services are also frequently made without regards to the hour of the day. There is no such thing as a 9 - 5 day or a 5 day work week for most people in the tourist field. The strain on family life for such employees is, as a consequence, great.

Employee satisfaction with his or her lot in life is definitely going to have an influence on job performance and "employer satisfaction." The primary focus here is to identify the influence of formal pre-service training on employee performance.

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[11] Loc. cit., p. 7.

METHODOLOGY

Strategy

In order to gather the necessary information 43 interviews were conducted using a sample stratified by "organizational size" and "type of service provided." Representatives from the following types of firms were successfully contacted for interview. They included such enterprises as hotels, restaurants, tourist oriented retail outlets, and adult theme parks (refer to the section in findings for a more precise delineation of the firms). Managers, owners, supervisors, and/or staff from Human Resource offices were targeted for interview. The selection of the person to be interviewed depended upon the size and nature of the enterprise.

Some of the firms had comparatively sophisticated and complex administrative mechanisms to perform personnel functions. Some had large human resource offices, others had one individual who dealt exclusively with personnel matters and others depended on site-managers. In all cases, the individual interviewed could be considered to be well placed in the organization in terms of being knowledgeable about employees recently recruited and their relevant on-the-job performance.

The interviews took nine months to complete. The interviews in 1993-1994 took between one and two hours, for the most part, although there were exceptions. Most respondents reported some familiarity with occupational training in Hawaii but few had a good idea of the overall picture.

Instrumentation

The interview schedule employed contained a combination of questions involving summary assessments and other relevant items. The interviewee was encouraged to elaborate, amplify, and/or qualify any rating or specific response he or she made. Synopses of all comments were recorded and are reproduced in Appendix A.

This year the instrument, which has proved to have a reasonable degree of validity and reliability during the previous years, was modified. Several items were added regarding information that would be of particular interest to those concerned with the tourist/hospitality industry. However, many of the essential evaluative items used in previous surveys were retained intact to provide a linear profile and comparative data in some areas. The instrument used is portrayed in Appendix E.

Interview Technique

As previously indicated, the basic information gathering technique involved a personal interview between the State Board's evaluator and the management person or persons who had personnel responsibilities. What can best be called a "naturalistic evaluation" procedure was employed. The combination "forced-focus" and "open-ended" interviews provided the following advantages over other available techniques. This particular approach:

- permitted a question to be restated if the intent and nature of the query was not at first clearly understood;
- was more personal and constituted a better exploratory tool;

- made it possible to use responses to cue follow-up questions which, in turn, elicited much unanticipated, supplementary information;
- proved more effective than questionnaires in eliciting responses in sensitive areas and permitted the interviewer to note the respondent's affective reaction;
- approximated real-life situations more closely than would have questionnaires; and
- provided a higher rate of participation because the respondent found it very difficult, if not impossible, to refuse to be involved.

There are other reasons for using such a strategy, but these are among the most important. Admittedly, interviews are more time consuming and costly, but the advantages and improved quality of data gathered greatly outweigh these considerations.

No attempt was ever made to cut off a participant's response by the interviewer. However, extraneous information, while of interest, is not recorded in this report. As previously mentioned, most comments that were recorded are reproduced in Appendix A and had some bearing on the general area being addressed.

Extended interviews, such as those that have been used throughout the last fourteen years of related research, necessitate some type of quid pro quo or a kind of trade. This year, as in previous years, the interviewer provided information about the organization and governance of vocational/technical education in Hawaii in return for information about the perceptions, judgments, and evaluative assessments of the respondents regarding recent hires and other relevant matters.

As in previous years, employers were able to articulate their training priorities, express frustrations, and make specific suggestions on how the educational system could be made more effective in preparing students for the transition from school-to-work. In most cases, the comments gathered were of a general nature and reflected some particular concern of the company's representative being interviewed. On other occasions, the range of items put forward by the personnel administrator, with whom the discussion was held, covered a broad spectrum of topics. In a few cases, very specific concerns were expressed. In these instances, it was often possible to make a referral to a member of the local educational agencies. This permitted an expedient response to some training, scheduling, and/or counseling problem.

Limitations of the Study

This study was limited to the perceptions of 43 employers on how satisfied they are with the formal training and social education of the local residents they recruit to work in their hospitality oriented businesses. A central purpose of this investigation was to ascertain the adequacy of the training these employees received in preparing for these roles. Since this research was exploratory and nonexperimental, cause-and-effect inferences were not tenable.

Finally, since the study investigated the adequacy of secondary school and community college vocational education preparation based on the perceptions of employers, the study did not attempt to determine or compare the quality of the secondary and postsecondary vocational programs. Attempts to generalize the results of this study beyond the perceptions of the 43 employers are not advised.

FINDINGS

The stratified sample of firms was carefully selected with the assistance of the Hawaii Visitors Bureau and the Hawaii Hotel Association. The contribution of each type of firm relative to tourism (e.g. hotels) was a major factor in the sample stratification. In other words, more hotels were selected than jet ski rental establishments.[12]

All firms selected for canvass could be, by their very nature, characterized as "service" industries (refer to Table 1). However, some fell into other general categories as well. The firms selected for consultation varied both in terms of size and complexity. Some of the hotels could be characterized as being "free standing resorts." Besides offering lodging they provide recreation, entertainment, several restaurants, and shopping complexes. Others basically offer lodging. In size, the hotels ranged from the largest in the state to one nestled in the heart of Waikiki that accommodated fewer than 50 guests. Some hotels had hundreds of employees. Other tourist oriented firms, such as dive shops or museums had only four or five people on the payroll. "Hotels" and "restaurants" dominated (refer to Table 2). However, information was also solicited from operators of "theme parks," "tour agencies," retail outlets established primarily for the tourist trade, and a pot pourri of other businesses selling enjoyable experiences to island visitors.

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[12] Leading figures in the tourist industry were consulted. The approach utilized might best be described as quasi-empirical.

Table 1

Activities Conducted by Firms Represented
in the 1993 - 1994 Survey

	Type of Firm	N
1	Agriculture/fisheries	2
2	Transportation	4
3	Finance/insurance/real estate	1
4	Construction	0
5	Wholesale	0
6	Service	43
7	Manufacturing	2
8	Retail trade	5
9	Other	0

* Some firms were diverse in nature providing a variety of goods and services. The data are, as a consequence, non-interval in nature.

Table 2

Nature of Tourist/Hospitality Services Provided

	Type of Service	N
1	Hotels	10
2	Theme Parks/Gardens	4
3	Excursions/Tours	6
4	Museum Gallery	8
5	Restaurants	10
6	Tourist shops/Malls	2
7	Other Activities (e.g. golf, riding stables, jet ski, etc.)	4

* Some restaurants represented chains

All firms canvassed had at least one outlet on Oahu. If the firm had multiple properties or operations on outer islands, the flagship of the company was usually to be found on Oahu (refer to Table 3).

Data on Secondary Schools

Almost all firms proved to have employees on their payroll that had taken some sort of vocational or technical classwork while in high school (refer to Table 4). In fact, 95.3% of the firms reported having at least one "high school hire" who had taken an occupationally oriented class while in school. These data are very consistent with those gathered from the most recent study of employer satisfaction among firms of all types.[13]

The two most frequently mentioned areas where relevant occupational education/training had been experienced were in "business" and "food service" (refer to Table 5). Many firms had employees who had experienced training in more than one field (e.g. a large restaurant might have recruited some applicants with business skills for the office and others with food preparation skills for the kitchen).

Employers from the tourist/hospitality industry were asked to provide an overall assessment of the high schools' adequacy in preparing young people for the world of work (refer to Table 6). Almost 1 in 4 of those questioned said the high schools were doing a "good" job. Nearly 60% thought the effort by the high schools rated at least a "fair" assessment. The percentage of "good" ratings was somewhat higher than in the 1990 study done of all types of economic enterprises.

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[13] Broadbent, William A., Employer's Satisfaction Survey 1993: An Update (Honolulu: Office of the State Director for Vocational Education, 1990).

Table 3

Geographic Site of Operations

	County	N
1	Honolulu (Oahu)	43
2	Hawaii (Big Island)	8
3	Kauai	7
4	Maui	6

* Some companies had operations in two or more counties.

Table 4

Firms with Employees Who Had Taken Vocational/Technical Areas in High School

Response	N	%
Firms with	41	95.3
Firms without	2	4.7
Firms that didn't know	0	0.0
Total	43	100.0

Table 5

Program Areas Most Heavily Represented in the Prior or Pre-service Training of New Employees

Program	N
Agriculture/fisheries	5
Business	23
Construction	4
Electrical/Electronic	4
Food Service	17
Health	2
Technical/Graphic	0
Mechanical	6
Personal/Public Service	2
Other	1
Non-Applicable	2

Table 6

Adequacy of Employment Preparation
of High School Hires

Assessment	N	%
Good	10	23.3
Fair	25	58.2
Poor	7	16.3
No Opinion	1	2.2
Non-Applicable	0	0.0
Total	43	100.0

The critical cue or item in this survey, or surveys like it, involves the opinion of the employer as to the value of pre-service, skill training. When asked whether they would prefer to hire an employee with relevant high school training verses one without such skills preparation, the employers overwhelmingly reported that they preferred a candidate with skills training (refer to Table 7). More than 4 out of 5 answered in that manner. This was a larger percentage than experienced in a similar study done four years ago.

Employers were asked to evaluate their recent high school hires with skills training against nine criteria which are frequently used in employment evaluations conducted at the end of their probationary period. As in the eleven previous surveys of this type conducted, a 5 point Likert scale was employed.

Twenty-eight percent of the employers surveyed rated high school hires a 5 or "good" on "technical knowledge" (refer to Table 8). Another 28% gave this group a "fair" or "neutral" rating by designating the number 3. The average rating was 3.0 and the mode straddled response options 3 and 4.

Prior research has shown that employers greatly value a positive "work attitude." They will tolerate someone with a positive attitude but who needs to refine his skills related to the job. They'll allow such a person a reasonable period of time to achieve competence. However, someone with a consistently poor attitude in the workplace is likely to be a short-timer no matter how technically proficient he or she is. About 28% of the respondents expressed their opinion that hires with just a high school education rated a 4 or "good" rating on this attribute. Unfortunately an equal number thought high school hires were "poor" in this area. About

Table 7

Comparison of New Employees Having Vocational/Technical Education in High School and Those Without This Experience

Assessment	N	%
No basis for Comparison	2	4.7
Prefer vocational/technical preparation	35	81.4
Vocational/Technical Education of no consequence	6	13.9
No Opinion	0	0.0
Total	43	100.0

Table 8

General Evaluation of Vocational/Technical Education: High School Graduates Recently Employed

	Very Poor		Poor		Neutral		Good		Very Good		No Opinion		Total		Mean	Mode	Range
Criterion	1		2		3		4		5		NA						
	N	H%	N	H%	N	H%	N	H%	N	H%	N	H%	N	H%			
Technical knowledge	1	2.3	10	23.2	12	28.0	12	28.0	1	2.3	7	16.2	43	100.0	3.0	3/4	1 - 5
Work attitude	0	0.0	12	28.0	14	32.5	12	28.0	3	6.9	2	4.6	43	100.0	3.1	3	2 - 5
Work quality	1	2.3	7	16.2	15	34.9	17	39.7	1	2.3	2	4.6	43	100.0	3.2	4	1 - 5
Written communication skills	5	11.6	11	25.5	12	28.0	12	28.0	1	2.3	2	4.6	43	100.0	2.8	3/4	1 - 5
Oral communication skills	4	9.3	11	25.5	15	39.4	9	21.1	2	4.6	2	4.6	43	100.0	2.8	3	1 - 5
Safety consciousness	2	4.6	11	25.6	11	25.6	14	32.7	2	4.6	2	4.6	43	100.0	3.1	4	1 - 5
Dependability	3	6.9	8	18.7	8	18.7	18	41.8	4	9.3	2	4.6	43	100.0	3.3	4	1 - 5
Adaptability	3	6.9	2	4.6	15	34.9	17	39.7	2	4.6	4	9.3	43	100.0	3.3	4	1 - 5
Motivation	0	0.0	9	20.9	14	32.5	17	39.7	1	2.3	2	4.6	43	100.0	3.2	4	1 - 5
Overall rating	0	0.0	5	11.6	24	55.9	11	25.6	1	2.3	2	4.6	43	100.0	3.2	3	2 - 5

Note: Percentages have been rounded to equal 100.

one-third of the respondents felt people right out of high school rated a 3 as a whole. The average score was 3.1 and the mode 3.

"Work quality" was operationally defined as positive learning through an occasional mistake or misadventure. Almost 40% of the tourist/hospitality employees gave high school hires a 4 or "good" rating on this cue. Nearly 1 out of 3 felt on "average" or "neutral" rating was warranted. The mean score was 3.2 and the mode 4.

As in the past, employers tended to be most critical of employees, hired out of high school, in the area of language arts skills. Over a third of those in the survey awarded either "poor" or "very poor" rating in the area of "written communication skills." The average rating was 2.8. However, this was slightly higher than the last time employers were asked to judge high school hires on this criterion. In 1990 the average score was 2.6.

A similar pattern of response was encountered in "oral communication skills." About 1 in 3 of the survey participants awarded a below average rating. The mean was 2.8 and the mode 3. Ironically the ratings on this item were lower than in 1990. Evidently those in the tourist/hospitality industry value good oral communications more than the average employer and are apt to be more critical of an inarticulate employee. Given the nature of the business and its heavy emphasis on human relations, this seems reasonable.

The importance of "safety consciousness" varies greatly by industry. It is critical in a machine or automotive shop. Injuries to the employees which may maim for life are the chief consideration here. In the tourist/hospitality industry the principal concern is liability. A patron or guest, in our "tort oriented culture" is likely to sue over the slightest mishap encountered on a vacation. About 1 in 4 employers gave new hires out of high school an average rating. Nearly 1 in 3 thought their new employees, with just a high school education, deserved a "good" rating. The average score was 3.1 and the mode 4.

All employees value "dependability" in an employee. When waiters don't show up in the evening, managers are often forced to cover tables themselves to the detriment of their management role. A hotel lifeguard who failed to cover his or her post, as expected, would be unacceptable. Employers thought their new high school hires were pretty good with this respect. Over 2 out of 5 respondents gave such employees a 4 on this criterion. Almost 10% of the respondents certified their opinion that products out of high school were "very good" in this area. The average score was 3.3 and the mode 4.

"Adaptability" is another attribute valued by those in the tourist/hospitality industry. In small hotel proprieties a desk clerk may have to act as a cashier in the busy, early morning check out hours. Conversely a cashier may have to fill in as a desk clerk in the afternoon hours when people are most likely to check-in. Here again, employers generally gave high marks. Nearly 40% thought new, high school educated workers were "good" with this respect. The mean score tied that of "dependability" at 3.3.

Many people in the tourist/hospitality industry, particularly if they are very young, do not perceive of employment in that field as being a career commitment. However, if they are not motivated to provide good service, business will suffer. Respondents felt the high school hire group were reasonably motivated. About 40% rated employees as being "good" in this area. Only 1 in 5 thought they were "poor" in this area. The mean was 3.2 and the mode 4.

The overall rating for high school hires also averaged 3.2. This was higher than that observed in the "all industry survey" of 1990. Most responses or ratings gravitated towards the middle of the scale. The mode was 3.

Postsecondary

The pervasive influence of the state's community colleges was indicated in this most recent survey of employers. Over 95% of the firms contacted reported that they had hired persons with some type of community college background in the recent past (refer to Table 9). This is also consistent with the 1990 study. The data do not suggest that the firms contacted had hired "graduates" of the community colleges. They do reveal that they had employed persons who had taken some course work at these institutions to further their personal and/or career oriented goals. This may be, in fact, what the community colleges are all about. They should not be held accountable, necessarily, in terms of the number of associate degrees or certificates granted, but in terms of number of positive citizen contacts. People attend these local institutions with very specific purposes in mind. It is not important for many student clients to obtain a piece of paper attesting to the number of hours of instruction undertaken successfully to meet degree requirements.

As with the high school hires, "business" subjects were the area of interest most often pursued by their employees. Again, as with the high school hires, food service ranked second as the area where community college hires had found "work based" learning important (refer to Table 10).

Table 9

Firms with Employees
who have
Community College Vocational/Technical
Education Backgrounds

Response	N	%
Firms with	41	95.4
Firms without	2	4.6
Firms that didn't know	0	0.0
Total	43	100.0

Table 10

Summary of Programs
Taken by Community College Hires

Program	N
Non-applicable	2
Agriculture/fisheries	2
Business	28
Construction	2
Electrical/Electronic	0
Food Service	15
Health	1
Technical/Graphic	1
Mechanical	1
Personal/Public Service	1
Hawaiiana	6
Other	6

Employers appear to like persons who have attended community college. Some of the positive attitudes towards persons who have attended may be attributed to the fact the persons who attend these institutions, unlike those in high school, attend not because it is legally required, but because they choose to do so. Although the fee is nominal, they do pay for some portion of the taxpayer supported privilege. They are also older and more mature. According to Dr. Ken Meehan, the University of Hawaii's Community College chief institutional research analyst, the average age of an attendee is 27 years of age. In other words, a person reporting a community college background may be about 10 years older and more mature than someone seeking employment right out of high school. They know what it's like to hold a job and, perhaps, even lose a job. They are more focused. The physical facilities of the community colleges also impress employers and the general public.

Over 58% of the employers said the community colleges are doing a "good" job. Only 2 of the 43 respondents thought their efforts rated a "poor" assessment (refer to Table 11).

About three quarters of the participants in the survey said they preferred community college persons who had taken courses that were occupationally relevant (refer to Table 12).

The "community college hires" were assessed against the same criteria as were the "high school hires." As one might expect, they achieved more favorable ratings due, in part, to their demonstrated motivation and greater social and occupational maturity.

It was somewhat surprising, however, that employers did not rate community college hires particularly well on the criterion of "technical knowledge" (refer to Table 13).

Table 11

Adequacy of Employment
Preparation of Community College Hires

Assessment	N	%
Good	25	58.2
Fair	16	37.2
Poor	2	4.6
No Opinion	0	0.0
Total	43	100.0

Table 12

Comparison of New Employees Having Vocational/Technical Education at the Community College Level and Those Without Such Experience

Assessment	N	%
Prefer vocational/technical preparation	32	74.5
Vocational/technical education preparation is of no consequence*	9	20.9
No Basis for Comparison	2	4.6
No Opinion	0	0.0
Total	43	100.0

* Usually indicated to do own training on-the-job

Table 13

General Evaluation of Vocational/Technical Education: Community College Hires Recently Employed

Criterion	Very Poor		Poor		Neutral		Good		Very Good		No Opinion		Total		Mean	Mode	Range
	1		2		3		4		5		NA						
	N	H%	N	H%	N	H%	N	H%	N	H%	N	H%	N	H%			
Technical knowledge	0	0.0	5	11.6	24	55.7	4	9.5	1	2.3	9	20.9	43	100.0	3.0	3	2 - 5
Work attitude	0	0.0	10	23.2	20	46.5	8	18.7	1	2.3	4	9.3	43	100.0	3.0	3	2 - 5
Work quality	0	0.0	0	0.0	9	20.9	29	67.3	1	2.3	4	9.5	43	100.0	3.4	4	3 - 5
Written communication skills	0	0.0	4	9.5	14	32.5	21	48.8	3	6.9	1	2.3	43	100.0	3.5	4	2 - 5
Oral communication skills	4	9.5	15	34.8	17	39.6	3	6.9	1	2.3	3	6.9	43	100.0	2.5	3	1 - 5
Safety consciousness	0	0.0	5	11.6	12	27.9	21	48.7	4	9.5	1	2.3	43	100.0	3.6	4	2 - 5
Dependability	0	0.0	4	9.5	11	25.6	24	53.7	1	2.3	3	6.9	43	100.0	3.5	4	2 - 5
Adaptability	0	0.0	5	18.7	25	58.2	6	13.9	1	2.3	3	6.9	43	100.0	3.0	3	2 - 5
Motivation	0	0.0	1	2.3	14	32.6	24	55.9	1	2.3	3	6.9	43	100.0	3.6	4	2 - 5
Overall rating	0	0.0	0	0.0	9	21.1	30	69.7	1	2.3	3	6.9	43	100.0	3.8	4	3 - 5

Note: Percentages have been rounded to equal 100.

Well over half gave them a rating of 3, which is essentially neutral. The average rating was 3 as well as the mode. This may well be due to the fact that the community colleges and the high schools have only recently begun to address the specific skills employed in the tourist/hospitality industry in a systematic fashion. Subsequent assessments of this industry may well show the effects of the "work centered" instruction at both levels.

On the cue "work attitude" nearly 1 in 5 respondents said community college hires could be considered "good." The average rates on the criterion was 3.0 as was the mode.

"Work quality" achieved favorable ratings. No respondent rated persons with a community college experience as being "very poor" or even "poor" on this item. Over two-thirds thought their work could be characterized as being "good." The average was a high 3.4. The mode was 4.

The "written communication skills" of these older and more extensively prepared workers was rated higher than those with just a high school education. Nearly half felt their skills in this area were "good." The average rating was 3.5 and the mode was 4.

The high priority placed on "oral communication skills" by managers of tourist/hospitality related enterprises was again evident in their ratings. Here, community college hires received their most critical ratings. Almost half found their employees with a community college background less than adequate on this criterion. The mean score was only 2.5, but the mode was 3. This compares with an average rating of 3.4 for firms of all types achieved in 1990. Clearly in the tourist/hospitality industry, this criterion is more critical and more likely to receive scrutiny.

Community college hires achieved good marks in the area of "safety consciousness." The mode was 4 with almost half of the employers giving the employees in this category a "good" rating. The average scores of 3.6 may reflect the greater maturity and experience of this group.

Community college hires also did well on the criterion of "dependability." The mode was 4 and over 50% gave their employees in this category a "high" rating.

Community college hires were considered very "dependable." Over half received a "good" rating. The ratings weren't as high on "adaptability." Here the ratings gravitated towards the center. The average rating was 3.0 and the mode was the same value. Perhaps, older employees are a bit more set in their ways and inclined to stick to their "job descriptions."

People rated in this category were perceived as being more "motivated" than those with less education. Perhaps they have made a career commitment to the tourist/hospitality industry. Nearly 60% of the employers gave persons in this category a 4 or "good" rating. The mode was 4 and the average score 3.6.

The participants' overall satisfaction with the situation in the community college system is indicated by their "overall rating" and their verbal explanations regarding their assessment. The average rating was 3.8. This overall assessment of the performance of community college hires reflects their perception of the community colleges in general. As explained to the interviewer, they see the community colleges as being as good as those on the mainland. They do not feel that the Department of Education has equivalent resources, facilities, and/or educational processes. The favorable rating of community college products also reflects the fact that such persons are older, more mature, and attend out of choice.

The Employment Training Center (ETC) is part of the Community College system. It features short programs of intensive training for persons who have been displaced from the workforce due to changes in technology, foreign competition, and/or industrial downsizing. It also attracts some "late bloomers" who desire to improve their employment and career prospects. Their programs are "open entry" and "open exit." Their programs are distinct, but because they are part of the umbrella covered by the State Board for Vocational Education, it was determined useful to include them in this survey.

Only 5 firms reported that they had hired persons that had been enrolled in the ETC (refer to Table 14). Those that could recall having experience with ETC graduates said that the experience was generally positive. They felt the employees had benefited from the pre-service training. It might be noted that only 6 employers had past experience even soliciting graduates of the Job Training Partnership Act (JTPA) programs (refer to Table 18). The JTPA programs are also not specifically targeted for the tourist/hospitality industry.

The frequently scheduled employer satisfaction surveys provide the State Board for Vocational Education one source of summative evaluation and allow the state to obtain other relevant information as well.

Obtaining gender equity in occupational training programs has been an objective of vocational education even before the Educational Amendments of 1976. In 1990 two out of three respondents in the survey reported this objective had been obtained. In 1993 - 94 three out of four of the employers from the tourism/hospitality industry said this objective had been realized (refer to Table 15). Interestingly enough, about half of those who said gender equity did not exist said that it was men that were

Table 14

Employers with Recent Employment Training Program Experience

Response	N	%
Firms with*	5	11.7
Firms without	37	86.0
Firms that didn't know	1	2.3
Total	43	100.0

* Three firms reported employees with food service training. Two firms reported business skills preparations. Four employers reported that the training had been beneficial to their employment preparation. One claimed that the training was of no consequence.

Table 15

Are Vocational/Technical Training Programs Serving Both Sexes Equally Well

Response	N	%
Yes	32	74.5
No	8	18.6
No Opinion	3	6.9
Total	43	100.0

being treated prejudicially by such programs. However, the enrollment patterns in such occupational areas as secretarial science, nursing, mechanical technology and construction continues to remain fairly traditional. This may indicate the persistence of prejudice or simply psychological and physiological preference.

The pattern of response on the cultural/ethnic equity question also emerged. However, it was less conclusive. About two out of three respondents felt that barriers to training in terms of ethnic and cultural considerations had been eliminated (refer to Table 16). This was actually down from 1990 when 86% said no such barrier to occupational training and education existed. Once again there was an apparent "backlash" in the "no" responses. About half of those, who said preference was given to certain ethnic or cultural groups, reported "whites" or 'Caucasians" to be the group against which discrimination in certain fields was practiced. The other half felt minorities were still suffering from discrimination.

Both four year colleges and community colleges spend a good deal of time and resources on course work which is essentially remedial in nature. At the university level, such courses are described as "dumbbell English" or "dumbbell math." At the two year lower division and/or technical schools such course work receives the more elevated status of "developmental."

Many argue that such remedial work should be left to relatively inexpensive adult night schools. Others feel that the remedial work should take place in conjunction with regular college or technical training. In 1993 - 94 the majority of the respondents felt that colleges and technical schools should concentrate on the prescribed advanced curriculum leaving remediation to other institutions (refer to Table 17).

Table 16

Are Vocational/Technical Training Programs Serving All Cultural/Ethnic Groups Equally

Response	N	%
Yes	27	62.9
No	13	30.2
No Opinion	3	6.9
Total	43	100.0

Table 17

Should Community Colleges Place As Much Emphasis On Remedial/Developmental Subjects As They Do Now

Response	N	%
Yes	17	39.5
No	22	51.2
No Opinion	4	9.3
Total	43	100.0

Note: Many of the respondents who answered "no" wanted to qualify their response. They were in favor of remedial/developmental education for adults but wanted it conducted as less expensive adult schools run by the D.O.E. or alternative literacy programs.

The staff of the State Board for Vocational Education felt that it could be useful to find out how employers in the tourist/hospitality industry solicited applicants for employment.

The great majority, 38 in all, reported they use newspaper classified advertisement as one inducement for applications (refer to Table 18). However, the conventional wisdom that maintains that "you need to know somebody to get a job" apparently has some validity. Thirty-six percent of the employees questioned said they made use of the "references" provided by present employees and "word of mouth." Many employers in the tourist/hospitality industry expressed disillusionment with the efforts of school/college counselors and placement officers. Several reported that when they called a school or college the counselor or placement officer would only agree to post the employment opportunity. Rarely were the names of specific, qualified persons forwarded. They felt teachers were a better source for employment referral.

Firms did vary substantially in terms of minimum employment requirements or qualifications. Those having a minimum qualification requirement most frequently mentioned "high school diploma" (refer to Table 19).

Most firms in the tourist/hospitality industry did not require any examination or performance testing for applicants (refer to Table 20). Those that did, usually used some sort of test in the areas of basic math and keyboarding, where appropriate.

The staff of the State Board for Vocational Education was also interested in the application process. One hotel reported that their application process was so rigorous that they hired only 1 in 9 applicants. That is fairly equivalent to admission ratios of most medical schools. The

Table 18

Resources and Techniques Used by Employers To Fill Vacancies

Resource/Technique	N
Newspaper advertisements	38
Company recruiter	5
School counselors and placement officers	9
Word of mouth	35
References by present employees	36
JTPA	6
State employment office	17
Other (e.g. private employment firms, TIM, etc.)	5

Note: Most respondents use multiple techniques. Some just put "help wanted" signs or notices. Others simply wait for potential applicants to introduce themselves.

Table 19

Minimum Requirements
Listed for Employment

Criteria	N
No requirement	2
Age requirement	2
High school diploma	29
Two year degree	0
Four year degree	0
Graduate work	0
Relevant course work	4
Liquor Card	1
Work experience	4

Table 20

Firms Requiring Formal Testing for Employment

Nature of Response	N	%
Test required	15	34.9
No test required	28	65.1
Total	43	100.0

importance of the interview was stressed by many. The subject of The Application Process is covered in Appendix D.

Only 1 in 5 respondents in the survey felt they could discern any difference in the quality of vocational/technical or any other type of instruction between the various public high schools and two-year colleges in the state of Hawaii (refer to Table 21). Usually the school mentioned as being above average were reported to be in attendance areas having upper socio-economic status residents. The intervention variable of school or college was usually not suggested as being causal in the explanation of differences in performance between students.

The most critical skill factors considered by the employers questioned were relatively predictable. The basic skill of "reading" and "writing" were considered most critical (refer to Table 22). Interestingly enough, math was not considered as important as the other two basic skills mentioned.

Few specific technical skills were mentioned. However, the skill areas required in most entry level positions in the tourist/hospitality industry are not generally highly technical or sophisticated in nature.

When the latest survey of "employer satisfaction" was suggested, some groups involved with occupational training expressed an interest in learning if the cultural influences of some of Hawaii's many ethnic groups were detrimental to their workplace performance. The employers reaction to this query was evenly divided (refer to Table 23). Half replied in the affirmative and half the negative. Those who felt that such conflicts existed, expressed concern about such things as "punctuality," "individual responsibility," and "adherence to the work ethic.

Table 21

Are There Any Perceptible Differences in the Quality of Employment Preparation Offered by Public School and/or Colleges.

Response	N	%
Yes	9	20.9
No	29	67.5
No Opinion	5	11.6
Total	43	100.0

Note: Respondents were aware that not all schools or community colleges offered equivalent curricula.

Table 22

Employers' Views As to the Most Relevant Preparation that High Schools Can Provide for Prospective Applicants

Skill Areas Mentioned	Frequency of Volunteered Response
Reading	20
Writing	20
Mathematics	13
Keyboarding	3
Accounting principles	3
Computer awareness	1
Critical thinking	4
Curiosity	4
General Social Awareness	2

Note: This was an open-ended question. No cues, alternatives, and or choice were offered.

Table 23

Is There Any Clash Between
Cultural Values Held by Some Groups
In Hawaii and the Expectations
of the Workplace

Response	N	%
Yes	21	48.8
No	21	48.8
No Opinion	1	2.2
Total	43	100.0

Of these feelings that such conflicts do exist in the workplace, 2 out of 3 felt they could and were being resolved successfully (refer to Table 24).

The most commonly mentioned technique cited for resolving such conflicts involved informal counseling by the supervisor. Few reported having to rely upon formal disciplinary procedures or formal in-service training.

Employers interviewed early in the survey reflected the poor condition of the economy at the time. They reported employment prospects to be dim. However, those interviewed later in 1994 were more optimistic. Many report a persistent shortage of "qualified" people in positions involving "empowerment" or where discretion was necessary (refer to Table 25). Others reported that it was difficult to hire people like night auditors. There is always the problem of explaining to novices in the tourist/travel industry that weekend and evening work is inherent to the profession. At the time of this writing employment prospects for semi-skilled workers seems reasonable in Hawaii.

Comments Volunteered

There are two kinds of comments that are offered by a respondent in an open-end interview -- those that are specifically elicited by the interviewer and those that the respondent offers spontaneously. The content of the former has hopefully been reflected in the body of the brief preceding narrative. The others, paraphrased and abbreviated to some extent, are reproduced in Appendix A. What follows is an attempt to interpret the content of the remarks made spontaneously and in an impromptu fashion by those employers interviewed.

Table 24

Can Cultural Clashes Between
Values and Workplace Expectations
Be Resolved

Response	N	%
Not applicable/don't believe any conflict exists	21	48.8
Yes/conflicts can be resolved	14	32.7
No/impractical for employees to do the necessary in-service	7	16.3
No opinion	1	2.2
Total	43	100.0

Note: Most employers who felt such conflicts existed but could be resolved preferred one-on-one counseling.

Table 25

In the Tourist/Hospitality Industry, What is the Status of the Labor Market

Response	N	%
Shortage of qualified applicants	10	23.3
Surplus of qualified applicants	20	46.6
Shortage in some positions and surplus in others	12	27.9
No Opinion	1	2.2
Total	43	100.0

There were slightly over 160 spontaneous expressions of opinion and/or concern that seemed of sufficient significance to record. Those can be organized into roughly 8 categories. About 22% of the expressions of opinion or view involved the "attributes of students and employees." Not unlike the days of Socrates, employers, who were generally middle aged, lamented the characteristics of today's youth. Employees were also sometimes characterized as lacking initiative or realism.

About 2% of the remarks dealt with "employment requirements or conditions of employment." Some respondents felt that the media, particularly sit-coms, depict work as a fun place, characterized by a lot of horse play and clever chatter. In the employers' view, work is sometimes dull or even unpleasant. Young workers need to accept that reality.

Something over 6% of the comments volunteered, out of the context of the interview, involved equity issues. Frequently resentment about affirmative action surfaced.

Over 10% addressed the issue of curriculum at either the secondary or postsecondary levels. Usually the comment involved a suggestion for improvement. Instruction in "interpersonal relations" and "positive attitudes" were advocated.

About 1 in 4 digressions concerned the subject of "skills and standards." Respondents discussed or proudly explained their philosophy or program of inservice training.

The "application/recruitment" process was mentioned in about 1 in 10 of the spontaneous remarks, and specific recommendations or assessments of "institutions and/or agencies" were volunteered.

All of the respondents were articulate. Their remarks and comments seemed to be made in a sincere vein.

SUMMARY AND CONCLUSIONS

Vocational education is probably the most accountable of all the various aspects of contemporary pedagogy. This has been true since the passage of the first federal assistance law, the Smith-Hughes Act of 1917. The most recent national legislation, the Carl Perkins Vocational and Applied Technology Education Act of 1990, is perhaps the most prescriptive and, in terms of accountability, the most demanding piece of legislation ever passed. Evaluation and monitoring are demanded at the national, state, and local levels.

One of the most popular strategies used to demonstrate the effectiveness of preservice, vocational training has been to use personal income data. Where the wages of persons with training are compared against those individuals in a comparable situation but without such training, the vocational education participants, as a group, usually fare better. However, Hawaii's Constitution and various other pieces of legislation dealing with the individual's right to privacy largely preclude the use of these income analyses techniques. Most comparative income analysis conducted to date have also been criticized as being methodologically flawed.

In Hawaii one of the indicators that has proved most helpful has been an assessment of employers' satisfaction with the products of the public school system and the community colleges. The administrative arm of the State Board for Vocational Education has sought to determine if participants of training programs are making a successful transition from the world of education to the world of work.

Eleven such surveys have been conducted over the last 15 years. Almost all major firms, having 100 employees or more, have been contacted at least once. Some of the larger firms have been interviewed as many as three times. In the 1993-94 survey it was decided to concentrate on the state's leading industry, "tourism/hospitality." This industry now contributes between 23% to 30% of the gross state product, which is roughly equal to the total public sector contribution (county, state, and federal).

The industry has experienced a slump during the last few years because of recessions in California and Japan. However, the slump appears to have bottomed out.

The industry is composed of transportation, hotels, restaurants, retail outlets, and firms that provide recreational facilities and activities. In 1993-94, forty-three firms were contacted. The persons selected for interview were usually managers or personnel specialists.

Most firms had employed high school graduates with varying degrees of exposure to occupationally oriented course work. Most of the relevant occupational training had been in "business." Over 80% of the employers reported that the high schools were doing a "fair" or "good" job in preparing people for the world of work. Over 80% also preferred to employ "high school" hires with relevant vocational training rather than employ graduates with simply a general education. High school hires were rated best on "dependability" and "adaptability." They were rated lowest on "communication skills."

A very high percentage of the firms also had experience in employing people who had attended a state supported community college. This was not taken to mean that the employees were necessarily graduates of the community college programs. In some cases the employees had taken only a few courses for some specific occupational or personal need. Most of the relevant occupational training had been with "business" or "food service." Over half of those canvassed thought the community colleges were doing a "good" job in helping people prepare for jobs, and another 37% described the colleges' efforts as being pretty "fair."

Three-quarters of the sample preferred to hire applicants from the community colleges who had obtained relevant skills training.

The community college hires got good marks on several other criteria, including "motivation." Attendance at a community college may in itself suggest greater motivation. The lowest rating given by these managers of firms, where interpersonal skills are so important, was "oral communication skills." The "criterion is evidently more important in "tourist/hospitality" than for businesses as a whole.

In general, the firms sampled didn't see many problems in the areas of gender and/or ethnic/cultural equity in training programs. The best way to get a job in the industry is to search the classified ads. References from someone who works for the company are very useful to the employer. Two-thirds of the firms don't require any test and the interviews are very important in the application process.

About half of the firms questioned saw some conflict between some local cultural values and the expectations of the workplace. However, most felt that a simple, informal conversation with employees was usually sufficient to solve any such problems.

Appendix A

Comments Offered by Respondents

COMMENTS OFFERED

- Students need a more realistic view at work ... it's not like it is often portrayed on the sit-coms ... sometimes work can simply be a drag.
- Most of our entry level positions require little preparation ... we train them in what they need to know ... one exception is food service.
- Most nursing training programs seem to give Filipinos the edge.
- New employees must be able to read directions ... we don't require a lot of writing.
- There is a shortage in skilled positions ... fortunately most of our jobs do not require high skill competencies as yet.
- We're heavily involved in marine construction and repair but hadn't heard of the planned program at HCC until you mentioned it.
- I know the schools and colleges have placed new emphasis on basic skills in the last 10 years. However, we've yet to see any improvement in these areas from recent applicants.
- We do a lot of training after a person is hired.
- The hospitality industry is relatively free of any gender bias. Some jobs may be more appropriate for a male and others for females. However, as an organization we have good balance.
- I've stopped using high school and college counselors to find employees. They simply put a notice on a bulletin board. We want a referral with background information.
- We have a shortage of workers who have some familiarity with Japanese. We can't afford to pay for a truly bilingual program. The wage rates in the tourist business are comparatively low.

COMMENTS OFFERED

- We've hired one or two people that were enrolled in the Employment Training Center program.
- Young people need more commitment to the job.
- New employees need to be more sensitive in the area of accountability.
- Middle-aged and older employees have more accidents.
- Please improve language arts instruction ... some tourists think Pidgin English is cute but many others can't understand it... some tourists perceive of non-standard English as a clear indicator of an inadequate educational system.
- Some gender problems persist but they usually involve personal work preferences.
- Many JTPA programs seem to favor Filipinos.
- A lot of new applicants have gone the GED route.
- I don't know why but preference seems to be given to immigrants in training programs involving low level skills ... there is nothing wrong with serving this group unless it is done to the exclusion of others.
- Young people know what they're doing on-the-job about 40% of the time.
- We need to educate young people to be more realistic about work.
- Most tourist jobs, and it appears that Hawaii will soon have only these kinds of employment opportunities, involve little technical skill and are poorly paid.
- Adult high schools are the best and most cost effective institutions for remedial, basic skills instruction ... colleges should be colleges.

COMMENTS OFFERED

- We do call school counselors but they never get back to us.

- Most unskilled, or semi-skilled work will require some familiarity with computer terminals.

- I know all about the new state testing program and the increased graduation requirements, but we haven't seen any improvements in basic skills. The new applicants still can't fill out the (bleep) applications.

- We've had a poor personal experience with Special Education.

- The community colleges should offer more at night ... many single parents can't go to school during the day.

- We offered the Travel Industry Management School at Manoa the opportunity to have a management training intern train with us ... they demurred ... we won't bother them again.

- The high schools in the United States have provided a common cultural experience ... without the cohesiveness provided by public education, this nation would become splintered and Balkanized ... we should all share a common national language and a common national history embroidering all of our cultural experiences.

- Students need to be able to write ... maybe it's the influence of computers and computer games that's hurting literacy.

- We do a lot of inservice training.

- Many positions offered by companies that provide evening tours are good as part-time, second jobs ... however, you can't make a living doing just that, although many local people try to.

- Tell applicants that they have to be consistent and dependable.

COMMENTS OFFERED

- It helps if a student has had some part-time work experience while in high school
- The simple fact that those with a community college experience are older and, as a consequence, usually more mature ... it makes them more attractive applicants.
- We've had a male secretary here ... he didn't last long ... he was quickly promoted to administration.
- About the only motivation we can provide is making the workplace and/or particular position particularly desirable ... salary increments are set through collective bargaining arrangements.
- For 12 people submitting an acceptable application, we have 8 that make the MQ (Minimum Qualifications), and then we interview 3.
- We have had no problems once life-style differences have been discussed in a non-threatening way ... after hours you can live pretty much the way you want ... we even try to accommodate people's socio/psychological needs in the work-place ... however, certain work place norms need to be observed, particularly in the tourist industry.
- Communications is our greatest need ... it is expected that every employee can act as a tour guide ... everyone hired needs to have some knowledge of Hawaiiana and be able to communicate this information to small or large groups.
- The local kids we hire from the neighborhood get tired of working easily ... They want more leisure than full-time employment requires.
- We're faced by the same situation that early plantation managers experienced ... kids from the local, rural area don't enjoy the physical labor that is frequently involved ... for grounds keepers we've switched to Chinese exchange students.

COMMENTS OFFERED

- The young people who apply for employment with us want to work when and where they want ... they're not punctual when they have to be ... They want to operate on Hawaiian time.
- Despite all of the publicity given to increased standards and renewed academic rigor by the public schools, we still find that applicants lack basic skills. At least the high schools keep teenagers off the street nine months out of the year.
- Most students with just a high school background only qualify for menial jobs. However, most jobs in the tourist industry are menial.
- There's been a lot of talk the need for applicants to have advanced training after high school. However, most jobs in Hawaii are low paid service jobs requiring limited skills preparation. Only a few jobs require a high degree of technical expertise and are high paying. Most skills necessary for employment in Hawaii can be, by in large, learned on-the-job.
- In the tourist industry, the most important job prerequisites involve interpersonal skills and the ability to communicate orally.
- We don't hire community college graduates as a rule. There are plenty of graduates from four year colleges that are willing to take the jobs.
- Applicants still lack basic math skills ... there's been a lot of talk about improvement but we haven't seen it.
- Younger people have characteristically poor interview skills.
- Kids need to know what they're going to do with their lives.
- Younger employees frequently walk off the job without giving notice of any kind.
- We interview 9 to hire 1.

COMMENTS OFFERED

- In our firm we allow people to transfer from one department to another if they feel they can work better in a different setting.
- Job applicants are not aggressive enough.
- We haven't had much help from the State Employment Office.
- The main thing that makes community college students better employees than high school hires is that they're simply older and more socially mature.
- In a period of relatively high unemployment we have trouble finding people to fill positions in areas like defrosting fish for the performing animals.
- At our hotel we like to do our own training ... formal, pre-employment in hotel operations is not necessary ... the managers do the training and we employ a buddy system.
- We have very few guests from Japan ... They travel primarily in groups so language is not a barrier to service.
- The community colleges do a good job in food service.
- It's our older employees that have most of the accidents ... young people are less accident prone or just lucky.
- Guidance counselors have never visited our firm ... if you send them an opening, they simply post it. A secretary can do that.
- New workers need to be prepared for the tedium that goes with any job.
- Improve language arts instruction.

COMMENTS OFFERED

- Replace a lot of the older teachers ... many of them went into the profession to achieve greater status ... many of the people with 20 - 30 years of service don't really like teaching and aren't any good at it.

- We need a more standardized curriculum and coherence between programs ... I had a son who transferred from one high school to another and his program was significantly different ... he's in a private school now.

- Students both at the high school and community college are not really prepared to embark on a career ... They are still searching ... many times when they find something they really like, it's too late to go back and get the training necessary for advancement in that field ... they've got day-to-day responsibilities of paying bills, and taking care of a family.

- Students need to start making long-term career plans earlier ... too much time and effort is wasted in trial and error employment explorations.

- More food service people need the flexibility to work both sides of the house particularly in a small restaurants.

- The head staff do the training in our organization ... little preservice training of a formal sort is necessary.

- Reliability is the most important characteristic or attribute of people in food service.

- Lots of our people work at the restaurants as a second job ... they can't make it with one job ... sometimes both husband and wife work here as a part-time second job ... I wonder who's minding the kids.

- We're developing a profile of the high reliability worker ... it's (laughter) a little like police sociologists do for serial killers and the like ... we don't have it finished as yet, but the preliminary research indicates that you have to project a "warm and friendly image" to work in the food service industry.

- We anticipate high employee turnover ... we don't like it, but that's reality .. in the best scenario the people in our restaurants would be well established and well known people in the community.

- Community colleges should give credit for our in-service training ... its better than they offer in many respects.

- Any tourist industry training program offered by the community colleges must intimately involve us in the process ... otherwise much of what they do is irrelevant and does not lead to well paying long-term jobs.

- We spend over $200 in training employees in fast food operations ... we promote from within ... many of these people who "flip hamburgers for a living" will stay with us for a long time and will be making far more than a community college instructor does.

- In a tourist based industry such as ours, an ability to deal with people is critical ... the interview constitutes 90% of the application process.

- New employees need good listening skills ... they need to retain what they're told and what they obtain from experience ... making the same mistake repeatedly doesn't make good business sense.

- I'm sure Kapiolani's food service program is good but it's not addressed to the needs of restaurants, food chains, and entrepreneurs ... For many people in the food service industry, advancement requires moving into management ... these skills need to be addressed in a comprehensive food service program.

- The dream of many people in the food service industry is to own their own business ... at present you don't learn much about that at the community colleges ... out of necessity you learn those skills on the job.

COMMENTS OFFERED

- At the secondary level, we need better qualified and motivated teachers ... Many of the older ones are simply waiting for retirement ... give them an inducement for early retirement ... let's get some people in there who love to teach.

- We have a shortage of skilled persons ... it's difficult to pay them what they feel they're worth.

- Older people are a little easier to supervise ... They don't need as much scrutiny.

- The civil service employment system hurts us ... we can't respond quickly to immediate personnel needs.

- We prefer graduates of four year colleges or universities ... We hire older people some of whom have retired from a previous career.

- We out-source our personnel functions.

- This is a four star, fine dining restaurant. Most of our waiters are well educated in the liberal arts.

- A clear cut appearance is a must ... some people don't realize that the sixties are ancient history.

- We have a "profile" we look for in a good waiter or waitress ... I refuse to use that non-word "waitperson."

- We have a very low turnover at our restaurant ... the average employee has been here six years or more.

- References are the most important thing in a person's application at our firm.

- The schools here are a lot better than those in New York City.

COMMENTS OFFERED

- We have a 6 hour preservice program for new persons in the dining room.
- I like to employ people on the basis on their attitude ... formal education and past experience are less important.
- There is not enough liaison between the food service people at the community colleges and the industry.
- I don't know much about food service training at the two year colleges, but I hear its not realistic.
- Most restaurants in Hawaii do not feature fine dining.
- Everybody is some kind of minority with special problems except the haoles ... (caucasians) ... they all get recognition ... I kind of feel sorry for the haoles.
- I never use private employment agencies ... they really rip the kids off.
- Golf pros for the clubs in Hawaii are recruited nationally ... the pro frequently comes as part of an employment package ... he brings his friends.
- Training at the schools and workplace does not replicate the real world.
- Native Hawaiians seem to get preferential treatment for certain kinds of jobs ... for instance the fire and police departments ... and some of the utilities.
- Hawaii is a collection of cliques ... this is very apparent in the workplace ... most firms would rather have someone who's really creative.
- There is a disturbing lack of curiosity in kids today ... they don't reveal inquiring minds ... maybe video games limit their imaginations.

COMMENTS OFFERED

- New employees have an amazing lack of knowledge about such things as politics, economics, and geography.
- All the new nurses appear to be Filipinos ... is there a reason for that?
- We have problems finding applicants for skilled positions ... no problem with the regular service type jobs.
- Private schools are more successful ... this isn't due to the kids or the schools themselves ... private school parents are more likely to drive their kids to succeed.
- A lot of high school graduates still can't read and write ... that test they use to measure basic competencies must not work.
- I feel for high school teachers that have to deal with immigrant children who can't understand and speak English well.
- In most families both parents work ... the father often has two or three jobs ... there is no time for the kids ... the parents can't provide teachers with the support they need.
- I mostly hire local people.
- About half of the kids should go on to technical training after high school.
- Immigrant kids would assimilate better if they broadened their circle of friends.
- We need to have better social studies in the school ... we need to teach young people about the world as it is today.
- Our community colleges are, in general, comparable to those on the mainland.

COMMENTS OFFERED

- Community college students are older ... that's what makes them better employees ... most kids just out of high school still need to grow up a bit.

- Work is work and school is school ... you can only do so much to make either one of them fun all of the time.

- The employment situation in Hawaii is seasonal ... in the summer there's an excess of people looking for work ... in the fall there is occasionally a shortage.

- The hotel manager does the training here ... we prefer people without prior training or experience.

- Young people don't gossip like older workers do ... that's one definite attribute.

- A lot of our employees go to community college "on-and-off" and "part-time."

- High schools need to insist on proficiency in standard English ... no wonder Hawaii students have trouble with those (bleep) standardized tests.

- Correspondence courses worked for me.

- In Hawaii I think you'll find that employers are most concerned with the applicant's personality, attitudes, maturity, and willingness to work than their formal training.

- A lot of people came out of school without anything ... you wonder why they were hired ... youth apprenticeship might be the ticket for these people.

- Make the colleges more accessible.

COMMENTS OFFERED

- I like the band at Kahuku High School ... its the best thing about the school.
- Many young people still lack application skills.
- Slower students should be given survival skills.
- Admissions and registration procedures are too slow at the community colleges ... I got discouraged and gave up.
- I don't know of anyone who actually got a job because of the efforts of a high school or college counselor ... they seem busy ... What do they do?
- I went to culinary school in New York ... you knew what you wanted to do and did it ... there seems to be more ambiguity in Hawaii.
- Recent applicants have displayed a lack of general knowledge.
- In dealing with tourists who have a limited English vocabulary, you can understand a lot by simply observing behavior.
- I prefer to train my own people.
- I don't have to look for employees ... they come looking for me.
- Schools need to focus on building more self-esteem in students.
- There needs to be a balance ... at least a much better balance between the social aspects of high school (e.g. clubs, sports, intramural activities, etc.) and academics. Students need to be reminded that their attendance at school is to learn and to prepare for life.
- Schools need to stress the importance of interpersonal skills.

COMMENTS OFFERED

- Schools need to impose more discipline ... if students don't come to school with a sense of self-discipline it should be imposed on them.
- Schools need higher standards in grading ... one of the reasons that SAT and other standardized tests have become so predominant in making decisions about postsecondary and graduate work is that teachers and professors have become too lenient in their grading policies. A high GPA doesn't mean what it used to ...
- We give lots of tests to applicants ... they include everything from business skills to drug testing.
- There is a surplus of untrained, inexperienced people. There's a shortage of skilled, experienced persons.
- High school graduates, as a whole, don't have good business skills.
- The community colleges should stress three areas:
  (1) general knowledge
  (2) technical competence, and
  (3) interpersonal skills.
- A person who does not have a fundamental sense of curiosity will not grow on the job.
- Past work experience always gives an applicant an advantage.
- Students need better interview skills ... appearance is very important in hotel work.
- We like to hire people who reflect a sense of maturity no matter what their chronological age.
- Community colleges need to offer more courses in the evening and at hours when our employees can attend ... The teachers seem to form MWF 10:00 a.m. - 2:00 p.m. schedules ... that doesn't meet our needs.

COMMENTS OFFERED

- Moanalua and Kalaheo are good schools.
- More emphasis needs to be placed on the "work ethic."
- Employees today seem to lack "assertiveness and initiative" ... today in the hotel field the trend is give even persons with relatively limited responsibilities greater "empowerment" to make decisions ... it is imperative that a customer/client's disapproval or frustration be alleviated as quickly as possible ... otherwise things just get worse.
- Many people who first enter the hotel business don't think that this will be their real career ... many people drop out of college to "tend bars" for a year as kind of a lark ... because of circumstances they wind up tending bars most of their lives ... there is nothing worse than an "unfulfilled" bartender.
- Many young employees in the hotel business are too sensitive.
- We need more employees that are self-confident, outgoing but not obnoxious.
- More emphasis needs to be spent on preserving the spirit of Aloha and keeping the environment clean.

Appendix B

Core of Standards

Chart 1

CORE OF STANDARDS AND MEASURES: SECONDARY
1992-93: STATE SUMMARY

Criterion	Measure of Performance	1992-93 Data		
(115,(b), (1)). Measures of learning competency gains, inlcuding student progress in the achievement of basic and more advanced skills.	At least 75% of the vocational education students will pass the State mandated HSTEC test by the completion of their senior year.	Number of vocational education students (sophomores, juniors, seniors) Number of vocational educatioin students passing HSTEC Percentage of vocational education students passing HSTC		8,084 5,990 74%
(115, (b), (2), (A)). Measures of performance in competency attainment.	At least 80% of students enrolled in vocational education courseds will complete their course work as measured by instructor's semester assessments.	 Number of vocational education students surveyed Number of vocational education students passing Percentage of vocational education students passing	SEM 1 8,120 7,073 87%	SEM 2 8,187 6,926 85%
(115, (b), (2), (B)). Measures of job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain emploument in the field for which the student has been prepared.	At least 50% of the students who inform counselors of their desire to obtain employment on graduation will obtain a relevant and meaningful job.	Number of students requesting counseling for employment Number of students employed upon graduation Percentage of students employed upon graduation		1,033 1,117 108%
(115, (b), (2), (C)). Measures of performance in the area of retention in school or completion of secondary school or its equvalent.	At least 75% of the vocational education students will achieve a high school diploma or its equivalent prior to their 18th birthday.	Number of vocational education students in senior year Number of vocational education students graduating Percentage of vocational education students graduating		3,123 3,045 98%
(115, (b), (2), (D)). Measures of performance in the areas of placement into additional training or education, military service, or employment.	At least 45% of the vocational education students monitored will be involved in some form of post-secondary training on graduatioin from high school or enter the military.	Number of students responding to follow-up survey Number of respondents who are in military or some form of post-secondary education Percentage of students who are in military or some form of post-secondary education		1,229 754 61%

Participation: 35 schools

Non-Participation: 4 schools

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Chart 2
UHCC Core Standards and Measures of Performance
Program Year 1992-93

Standard 1:

At least 60% of vocational education students enrolled in remedial/developmental courses in mathematics and English will complete the course with a passing grade as measured by the credits earned ratio.

The Credits Earned Ratio for all vocational education student registrations (2,227) in remedial and developmental mathematics and English courses for Fall 1992 was 79.76%.

Standard 2:

At least 65% of vocational education students enrolled in general education courses will complete the course with a passing grade as measured by the credits earned ratio.

The Credits Earned Ratio for all vocational education student registrations (5,993) in general education courses for Fall 1992 was 88.44%.

Standard 3:

At least 75% of vocational education students enrolled in vocational education courses will complete the course with a passing grade as measured by the credits earned ratio.

The Credits Earned Ratio for all vocational education student registrations (12,625) in vocational education courses for Fall 1992 was 94.74%.

Standard 4:

At least 50% of vocational education students will be retained in their program of study for two or more terms.

The retention rate for all vocational education students enrolled in Fall 1992 was 57%.

Standard 5:

At least 70% of vocational education program graduates will attain employment in a job related to their training, will be enrolled for additional training, or will have entered the military service.

The employment rate for vocational education program graduates in Fall 1992 was 70%.

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Appendix C

Tourism in Hawaii's Economy: A Reference Note

Tourism in Hawaii's Economy: A Reference Note

by Paul Brewbaker, Economist[1]
Economics Department, Bank of Hawaii

How big is tourism's share of the Hawaii economy? There is no easy answer to the question but these data help. Two pages (6 and 7) from *Hawaii 1993: Annual Economic Report*[2] contain graphs that display data also underlying the graphs attached to this note. One problem answering the question is that tourism is not an industry, notwithstanding the widespread use of the euphemism "visitor industry" to describe the collection of industries in Hawaii that generate export receipts from tourists.[3] The various data grouped under the U.S. Standard Industrial Classification (SIC) system include tourism only implicitly in the attributions for those individual industries (defined within the SICs) related to tourism. Tourism itself is an export component, measured by receipts from tourist expenditures.

Another problem is that people frequently exaggerate tourism's importance by appealing to the "multiplier" effects of tourist expenditure, as if only tourist expenditure generated such multiplier effects.[4] The typical example is the claim that tourism's "direct and indirect" effects constitute roughly twice the amount, in aggregate income or output, of aggregate tourist expenditure itself. However, *all* industries, both related to and unrelated to tourism, have "direct and indirect" effects. Put differently, most, if not all, industries are indirectly related to each other to one extent or another. One cannot take one subset of industries and attribute all indirect effects to this subset.

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[1] The views expressed are the author's and are not intended to express the views of Bancorp Hawaii or its subsidiaries (February 1994). I would like to acknowledge the influence Professor Juanita Liu's comments to the Hawaii Association of Counties' conference on tourism in December 1993.

[2] Bank of Hawaii's annual economic report on Hawaii, available on request from the Bank's Economics Department.

[3] An export is the sale of a good or service giving rise to a receipt from a nonresident. Thus, expenditures by nonresidents visiting Hawaii are exports, just as residents "import" goods and services while traveling out-of-state.

[4] Input-output multipliers are most often mistakenly used for such characterizations. For instance, the Hawaii Department of Business, Economic Development and Tourism's (DBEDT) published hotel industry output (sales) multiplier, 2.084, is sometimes used by those who assert that *aggregate* tourism expenditure, roughly $10 billion in the $30 billion Hawaii economy is two-thirds of the economy (2.084 *times* $10 billion divided by $30 billion). Input-output multipliers are a *marginal* concept valid under only the most unlikely circumstances, namely: (1) less than full employment, *and* (2) fixed coefficients in production. Under the assumption that unemployed resources are present and that substitution possibilities in production are nil, input-output analysis yields, at best, a guide to how much an *additional* sectoral expenditure affects total output (sales), other things equal. However, all industries have multipliers, ranging from 2.751 for meat products to 1.102 for petroleum refining, according to DBEDT. The differences have to do both with the extent of onshore interindustry linkages and with industry import requirements. For example, meat products have both backward linkages to ranching, farm inputs, etc. and forward linkages to processing, distribution and retailing, while petroleum refining's large import requirement (all of the crude petroleum) limits backward linkages. As an example of how inappropriate these multipliers are for aggregate expenditure calculations, consider that an additional $10 billion in expenditure distributed equally across all industries and enjoying each industry's individual DBEDT input-output multiplier effect would produce $205.5 billion in total output under this incorrect methodology, an unlikely outcome since all would be competing for the same resources under the fixed input requirement. In a computable general equilibrium model sectoral expansion associated with tourism growth at full employment would result in nontourism sectoral contraction, because factor price changes

Input-output multipliers are useful for marginal, sectoral analysis. A more important multiplier attached to tourism receipts as an export sector is the autonomous spending multiplier familiar from macroeconometric models. Because of leakages to imports, discussed below, the appropriate aggregate expenditure multiplier for tourist outlays is almost certainly less than one and possibly less than one-half. Thus, each additional dollar of tourist expenditure generates *less than* a dollar in additional final product in the Hawaii economy.[5]

A related problem is that tourism's import requirement is, like that of the Hawaii economy as a whole, quite large. Much of the merchandise purchased by tourists is imported and then re-exported. The services embodied in the more than 60 percent of hotel rooms in Hawaii (and more than 40 percent of the transient rental accommodation inventory) owned by Japanese individuals and corporations are *imported* from those offshore entities and then re-exported to tourists residing in those properties. The value-added in such activities are what constitute their true contribution to production in Hawaii. Large import requirements contribute to reducing the size of aggregate expenditure multipliers.

GSP is calculated by aggregating expenditure by residents and nonresidents in the state and subtracting from that total residents' expenditures outside or on items from outside the state. In Hawaii, imports and exports each comprise fully two-thirds of gross product. Thus, using GSP as a denominator in a calculation of tourism's relative importance to the economy requires adjustments to the numerator to subtract the tourism-specific import requirement. As seen below in point 3., a gross expenditure figure, before netting out imports, is a better denominator for aggregate expenditure components such as

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(depending on relative sectoral factor intensities) would be required for factor market equilibration, except to the extent that factor supply constraints are relaxed by interstate or international factor mobility and technological improvements. Essentially the same principles would hold along a dynamic general equilibrium trajectory.

[5] Indirect evidence supporting this assertion abounds. For instance, using DBEDT data, aggregate tourist receipts rose, in current dollar terms, from $4.9 billion in 1985 to $10.2 billion in 1990, an increase of approximately $5 billion, while GSP rose from $16.8 billion to $26.9 billion, an increase of approximately $10 billion. Is the tourism multiplier 2 (10 divided by 5)? Not unless one is willing to ignore the increases in other, nontourism "exogenous" expenditures such as federal defense ($2.8 billion to $3.2 billion), gross private domestic fixed investment ($1.6 billion to $4.1 billion) or state and local government expenditures ($2.5 billion to $4.2 billion). How does the *decrease* in tourist receipts from $10.6 billion in 1991 to $9.6 billion in 1992 relate to the *increase* in GSP from $28.6 billion to $29.3 billion, if tourism's multiplier is around positive 2? Clearly, a more sophisticated characterization of tourism's multiplier effects would embody explicit treatment of leakages to imports and the dynamic (i.e. time-path) properties of those multiplier effects. At any rate, such multipliers, which describe the impact of *changes to* the economy, cannot help us with questions regarding *levels* or *shares of* the economy. (Using deflated data, while technically more appropriate, would not change the argument).

gross tourist outlays (before subtracting imports) than GSP because the problem of import content is excluded.[6] Thus the choice is between net tourism receipts, gross tourism

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[6] Formally, if Y = gross state product, A = domestic absorption (comprising private and public domestic consumption and investment), X = foreign absorption, comprising X_N = exports of nontourism goods and services, and X_T = exports of goods and services to tourists, and M_i = corresponding imports of goods and services associated with domestic absorption, foreign nontourism and tourism absorption (i = A, N, T), then as is well-known:

$$Y = A + (X - M), \tag{1}$$

or equivalently:

$$Y = (A + X) - M \tag{2}$$

where: $X = (X_N + X_T)$ and $M = (M_A + M_N + M_T)$.

In expression (2), domestic and foreign (offshore) absorption (A and X, respectively) are aggregated to form what is called "gross expenditure" (unadjusted for imports) at various places in the text. Expressing tourism's share of output as X_T/Y, tourist expenditures divided by gross product, *overstates* tourism's importance to the extent that the tourism-specific import requirement is ignored. Writing expression (1) as:

$$\begin{aligned} Y &= A + [(X_N + X_T) - (M_A + M_N + M_T)] \\ &= (A - M_A) + (X_N - M_N) + (X_T - M_T), \end{aligned}$$

one obtains a more appropriate measure of tourism's relative share:

$$(X_T - M_T)/Y, \tag{3}$$

net tourism receipts (gross receipts minus the tourism-specific import requirement) divided by aggregate income. The tourism-specific import requirement, M_T, is difficult to estimate. However, under the assumption that the tourism and nontourism import requirements are similar, one can use the term

$$X_T/(A + X), \tag{4}$$

gross tourism receipts (unadjusted for imports) divided by gross absorption (unadjusted for imports) as an approximation. This is exactly true, i.e. expressions (3) and (4) are equal, if import requirements are equiproportionate across gross expenditure components. To demonstrate this, denote:

$$\mu = M_A/A = M_N/X_N = M_T/X_T < 1,$$

then

$$\begin{aligned} (X_T - M_T)/Y &= (X_T - \mu X_T)/(A + X - M) \\ &= [(1 - \mu)X_T]/[(A - M_A) + (X_N - M_N) + (X_T - M_T)] \\ &= [(1 - \mu)X_T]/[(1 - \mu)A + (1 - \mu)X_N + (1 - \mu)X_T] \\ &= [(1 - \mu)X_T]/[(1 - \mu)(A + X_N + X_T)] \\ &= [(1 - \mu)/(1 - \mu)][X_T/(A + X_N + X_T)] \end{aligned}$$

receipts less tourism-specific imports, divided by gross product, and gross tourism receipts divided by gross expenditures. The two should yield roughly equivalent shares of gross output attributable to tourism provided that import content within the tourist consumption bundle is not very different from that of nontourist outlays.

Let us answer the original question: what share of the Hawaii economy comprises tourism? The following descriptions of the attached graphs help illustrate why an estimate of roughly 20-25 percent is reasonable.

1. Gross product originating by industry (GSPO) is a distribution of gross state product across SIC using the gross *domestic* product concept, output produced by factors of production located in Hawaii. GSPO is value-added by industry, an exhaustive summation across mutually-exclusive industry groupings. Tourism is an export sector comprising many industries' total or partial outputs. Perhaps 20-25 percent of this pie chart contains output directly attributed to tourism. This can be approximated by adding value-added (the GSPO concept) for hotel services and the relevant portions of transportation, retail and other tourism-related industries' values-added. The source for these data is the Bureau of Economic Analysis (BEA), U.S. Department of Commerce. The pages in *Hawaii 1993* show 1989 data; the update for 1990 is on an separate attached sheet entitled "Gross State Product Shares by Industry, 1990." Shading on this sheet distinguishes: (1) goods- and structures-producing industries, (2) distribution industries, (3) private services-producing industries, and (4) public services-producing industries. As in socialist countries, in Hawaii state and local governments produce a substantial annual increment to the inventory of private housing (housing intended for private ownership and occupancy) and other non-public capital investments (agricultural parks, film studios, industrial parks etc.), but it is unclear whether this output is attributed to the private (for example, construction) or public sectors by BEA.

2. Hawaii's employment distribution by industry is attached for comparison on a sheet entitled "Hawaii Payroll Employment by Industry, 1990," *including* military personnel, using data from the Hawaii Department of Labor and Industrial Relations (civilian payroll employment) and from the Hawaii Department of Business, Economic Development and Tourism (DBEDT) (military personnel).

$$= X_T/(A + X_N + X_T)$$

$$= X_T/(A + X),$$

which is what we set out to prove. By inspection, the larger is tourism's import requirement, relative to the import requirements of domestic absorption and nontourism exports, the smaller is tourism's share of output relative to its share of gross receipts (unadjusted for imports). That is, if either $\mu_A < \mu_T$, $\mu_N < \mu_T$, or both, where μ_i denotes the sectoral import coefficient ($i = A, N, T$), then the ratio of tourism receipts (X_T) to domestic and foreign absorption ($A + X$) is an *upper* bound on tourism's share of output. This is the measure suggested in point 3 in the text. The actual magnitudes of the sectoral μ_i are, of course, empirical questions that go beyond the scope of this note.

3. DBEDT also publishes GSP using the old U.S. national income account (NIA) methodology (GNP concept, income accruing to factors of production residing in Hawaii) which yields the distribution of aggregate expenditure across components. Here one must use caution in selecting the denominator for tourism's share because of the large shares of the trade components (exports and imports). Tourist expenditures comprised roughly 20-25 percent ($10 billion or 23.7 percent of GSP, before incorporating Hawaii Visitors Bureau revisions) of gross expenditure in Hawaii in 1990 (about $43 billion), from which imports (about $16 billion) must be subtracted to get GSP ($27 billion). Dividing tourist expenditure by GSP (yielding a ratio of 0.378) and saying that tourism is roughly 40 percent of the economy is tantamount to assuming that tourism has a zero import requirement.

These data suggest that tourism comprises perhaps a quarter of the Hawaii economy, an extraordinarily large share of *any* economy. Tourism in Hawaii is slightly larger than the public sector (federal, state and county governments combined) in Hawaii. Had tourism not been a major economic activity, the outputs of some other nontourism-related industry or industries would comprise larger shares of Hawaii's economy. Under the presumption that, as an export sector, tourism is one of Hawaii's comparative advantages, we can be assured that gross product *with the same resource base* would not be as high without tourism as it is with tourism.[7] That is, the size of the pie would be smaller *and* the relative sizes of the pie slices different. But Hawaii's gross output without tourism would still be larger than three-quarters of the level with tourism, because industries that tourism crowded out would be larger in absolute as well as relative size than they are in tourism's presence.

Suggested References

Bank of Hawaii. *Hawaii 1993: Annual Economic Report* vol. 43 (December 1993) pp. 6-10, 16-19. Economics Department, Bank of Hawaii.

Bank of Hawaii. "Structure and Performance in Hawaii's Economy," *Business Trends* vol. 37, no. 1 (January/February 1992) pp. 1-6. Economics Department, Bank of Hawaii.

Brewbaker, Paul. "Hawaii GSP by Industry," *processed* (September 1988) Economics Department, Bank of Hawaii.

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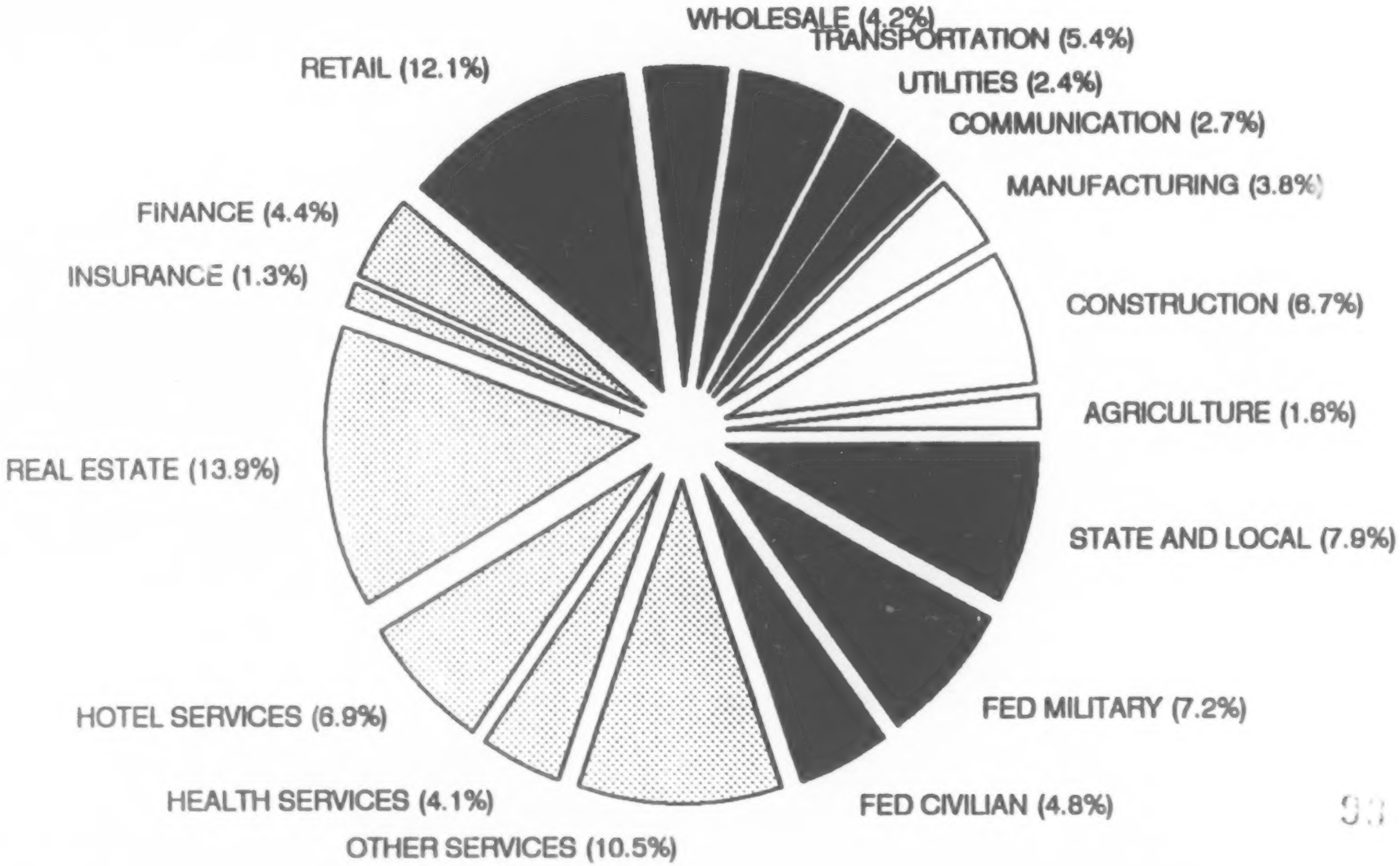
[7] Considering the extent of direct subsidies (State tourism promotion expenditures, infrastructure—e.g. convention center construction—expenditures) and indirect subsidies (e.g. land-use regulatory exemptions for resort golf course development instead of resident housing development) one could argue that tourism is Hawaii's Dutch Disease, crowding out traditional export industries with a nontraditional export.

GROSS STATE PRODUCT SHARES BY INDUSTRY, 1990



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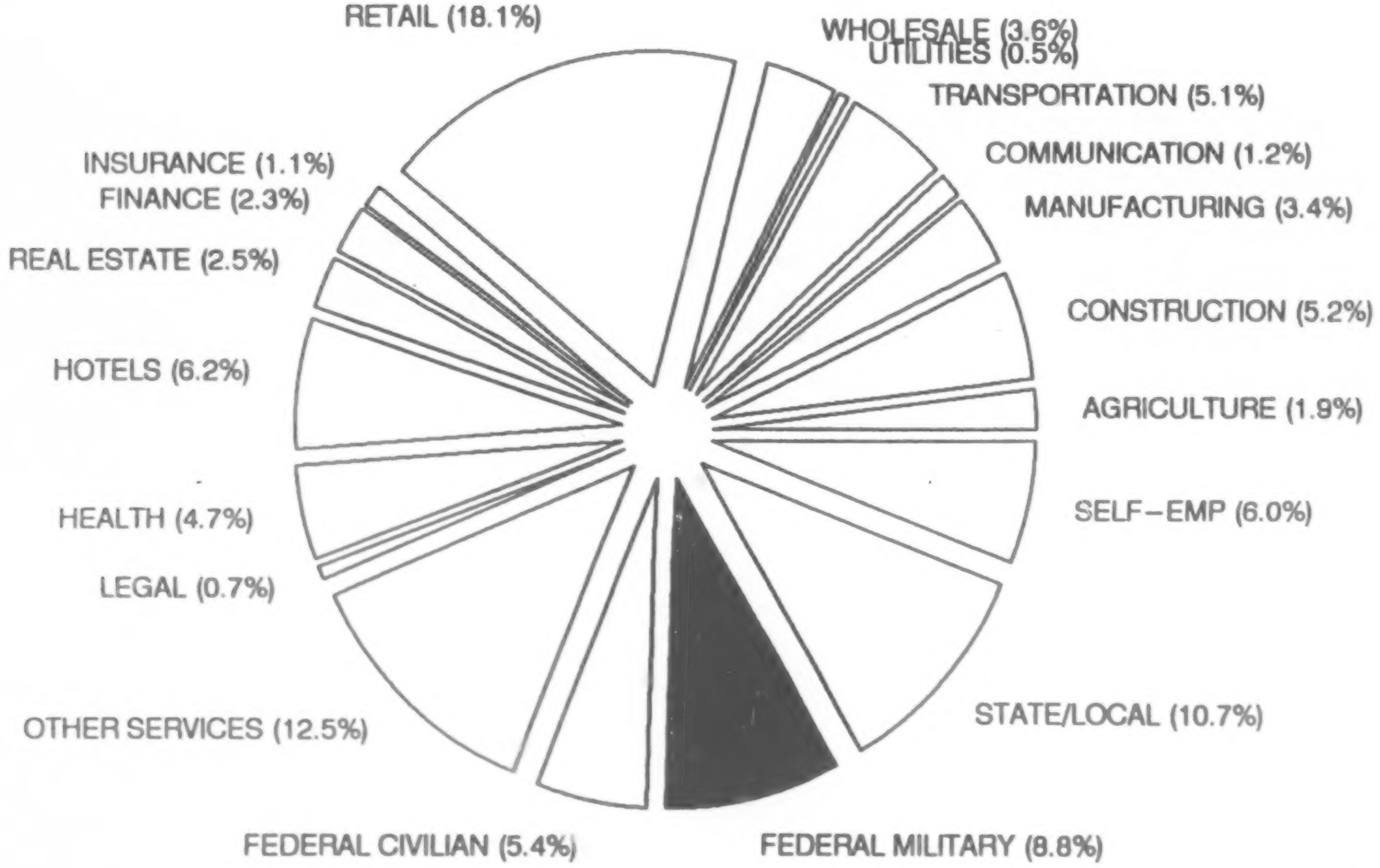
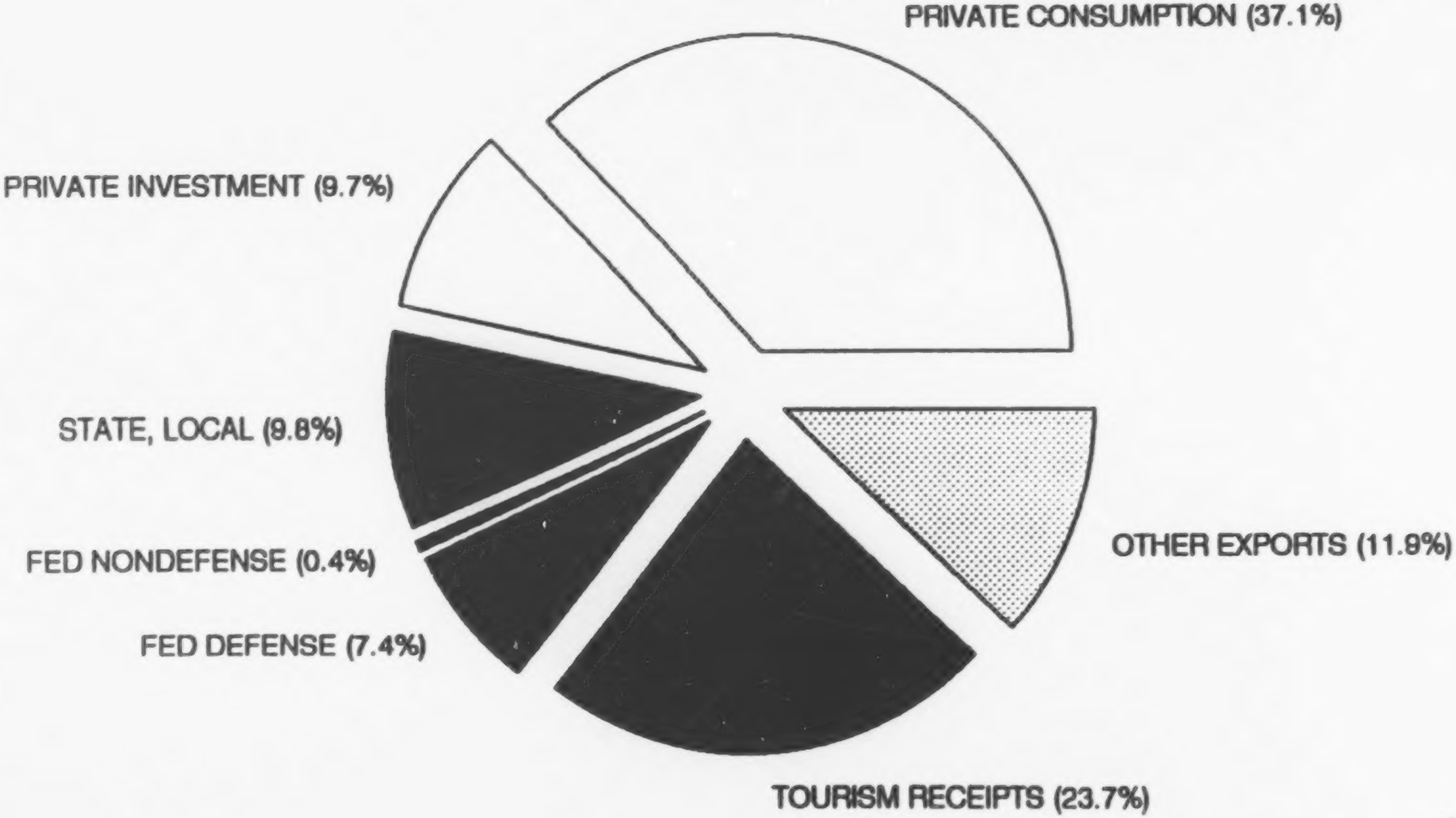
HAWAII PAYROLL EMPLOYMENT BY INDUSTRY, 1990



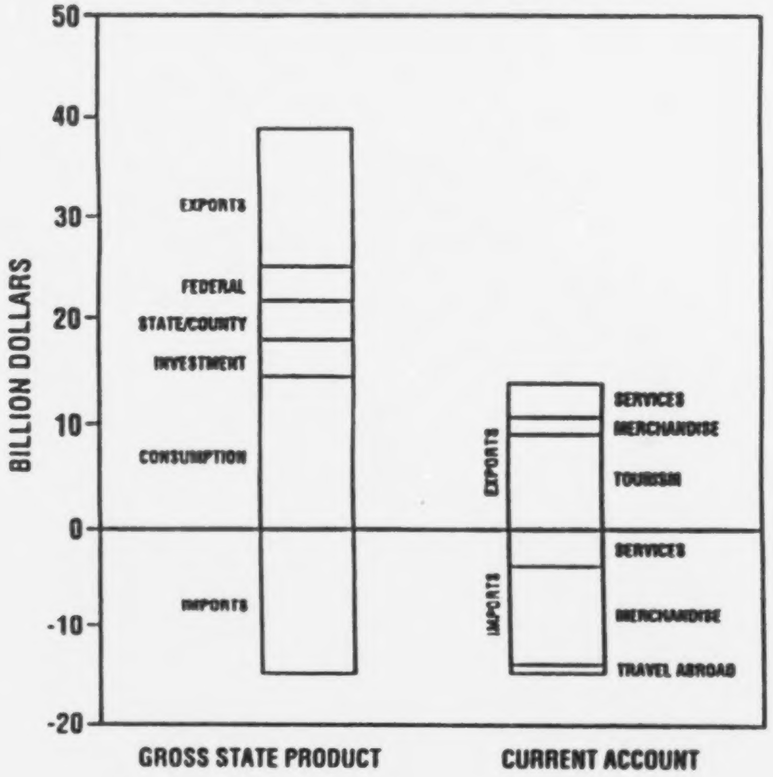
HAWAII AGGREGATE EXPENDITURE IN 1990: $43.1 BILLION

(IMPORTS IN 1990: $ –16.4 BILLION)



Source: Hawaii Department of Business, Economic Development and Tourism

HAWAII GROSS PRODUCT



EXPENDITURES ON GROSS STATE PRODUCT

(Billions of dollars)	1988	1989	1990
Gross state product (GSP)*	21.803	24.300	26.945
Personal consumption	13.085	14.439	15.959
Durables	2.812	3.148	3.533
Nondurables	6.509	7.095	7.819
Services	3.765	4.196	4.607
Gross private domestic investment	2.850	3.502	4.173
Nonresidential	2.102	2.478	2.919
Residential	0.674	0.941	1.163
Change in inventories	0.075	0.082	0.091
Government purchases	6.642	7.000	7.489
State and local	3.363	3.721	4.210
Employee compensation	1.684	1.776	1.970
Business purchases	1.679	1.944	2.240
Federal	3.279	3.279	3.279
Defense	2.924	3.051	3.203
Non-defense	0.175	0.183	0.191
Net exports	-1.292	-1.014	-1.053
Exports	12.292	13.814	15.324
Merchandise	1.468	1.509	1.617
Services, investment income	2.884	3.233	3.514
Visitor expenditures	7.940	9.073	10.193
Imports	-13.584	-14.828	-16.377
Merchandise	-9.298	-10.062	-10.946
Services, investment income	-3.476	-3.874	-4.354
Residents' offshore expenditures	-0.810	-0.892	-1.078
Discrepancy and omissions	0.697	0.420	0.263

*Because of revisions, GSP total differs from sum of components.

Source: Hawaii Department of Business and Economic Development.

Appendix D

The Application Process

The Application Process

The application process in the tourist or hospitality industry varies greatly from one firm to another. It usually is determined by the size and organizational complexity of the firm or agency. Small firms, such as a "dive shop" or a small coffee shop, may only require that a simple form be completed and that a brief, informal interview with the owner or manager take place. Large hotels, which may have in their personnel portfolios over 100 different job categories, may require extensive skills testing, two or more interviews, and/or an extensive background check.

Most personnel directors and human resource specialists, interviews in the 1993-1994 survey, reported that the application form, itself, constituted about 10% of the employment process. They expect applicants to be able to complete the application expediently and in a legible fashion. An applicant should not have to fumble through a telephone book to find the address of a personal reference. It is usually best to print the information required. With the advent of word processors, peoples' skills at cursive writing have deteriorated. If the application can be taken home to be typed, so much the better. However, the use of preprinted forms usually precludes the use of a word processor.

For the majority of the firms, consulted in this canvass, the interview or interviews constitute the most critical phase of the application process. If the firm is comparatively large, the first of the two interviews is usually conducted by the personnel director or human resource specialist. In some smaller firms that require two interviews, the fiscal officer or comptroller may do the initial screening.

The first interview is designed to eliminate persons with basic inadequacies. In the tourist/hospitality industry, where appearance and interpersonal skills are critical some basic assessment will be made in these areas.

Grooming and appropriate attire are important. In Hawaii, where the average temperatures in mid-seventies and where the cost of living is so high, schools and colleges have become very tolerant about personal attire. Shorts, T-shirts, and sandals are not uncommon. Unfortunately, some graduates do not appreciate the fact the most businesses require more formality in dress and more social reserve in personal conduct. A bright female with great potential may never get to see the supervisor of the department in which she seeks employment, because of provocative or inappropriate dress. What is acceptable at home or at the beach is frequently not appropriate for a flight attendant or a hotel clerk. In a similar way young men with ear rings, inordinately long hair styles, and or sandals may find it hard even to meet the maitre d' of a fine dining restaurant because his progression through the hiring process has been concluded with the screening interview.

People, for the most part, feel uncomfortable in interview situations. Probably all of us have made a fool of ourselves at one time or another during a job interview. The interviewer is not the "empowered" one in the dialogue. He or she is asking for something and is at a social disadvantage. It may be trite, but most employers say "try to be yourself" and just relax. We all know this is difficult.

The second interview, if one is necessary, will probably be with the person who would become the applicant's immediate supervisor. The manager or supervisor will seek to determine if he or she could get along with the prospective employee, and if the applicant has a "positive" attitude. Employment in the Tourist/Hospitality industry is frequently seen by the prospective employee as a temporary job. This in not what he or she actually plans to do for a life long career. Employers for many service oriented positions understand this. However, if the applicant seems to lack any sort of commitment, this projected indifference will be detrimental. Employers want positive, cheerful, and committed employees. They will tolerate a certain lack of skills preparation in younger applicants, but they will not tolerate a negative attitude even if the applicant is experienced or highly skilled.

In many situations, the second interview will also be to ascertain the level of skills and knowledge the applicant brings to a position. An executive or sous chef will want to know how long it will take the applicant to be productive and will also seek to determine the expertise and quality of experience the prospective employee brings to the job.

If the firm is large, complex, and pays well, there may also be some form of testing. These tests may range from simple keyboarding skills to psychological inventories. Many firms now also test for drugs particularly if the position involves some responsibility for client safety and liability. If the job involves a good deal of responsibility, references will be checked. If the applicant has an employment history, the personnel department will probably contact the most recent employer. However, laws prevent former employers from divulging many types of information.

One hotel which was surveyed in this study employs only 1 in 9 people interviewed. That's about the same ratio of acceptance for applicants of many medical schools. The turnover at this hotel is comparatively low and many of the locations in their "fine dining" room even have university degrees. On the other hand, some fast food outlets that were included in the survey pay minimum wage and expect to endure a 100% turn-over in their work force each year. On the whole, there is a good supply of applicants for most positions in the Hawaiian tourist industry. This is true despite the comparatively low unemployment rate for the state as a whole. However, there is a scarcity of people in skilled positions or positions that require unusual work hours (e.g. hotel night auditors). In general most jobs in the tourist/hospitality are sited in agreeable work settings. Tourist/hospitality oriented jobs are generally considered preferable to coal mining.

Appendix E

Interview Instrument

University of Hawaii

Office of the State Director
for Vocational Education

EMPLOYER SURVEY INTERVIEW SCHEDULE FOR LARGE FIRMS

(1993 Revision)

The State board for Vocational Education is conducting a survey of business firms to determine their satisfaction with employees who took formal course work directly related to developing an occupational skill. As I indicated in my telephone conversation, I would like to obtain your general perception of the adequacy of the training of new employees who have been the beneficiaries of publicly supported education programs of this type and public education in general. I would also like to solicit other information relevant to the general subject.

Given the size of your organization, you undoubtedly seek and employ persons with different types of training for different types of work. It is difficult to generalize about all of them. Over the years, the "machinists" or "typists" may have proven to be of better quality than the "bookkeepers" and so forth. However, it would be an undue imposition on your time to ask you to consider each group or type of employee separately. So in the interest of time, and in order to obtain a sharper focus, I would like you to concentrate in your assessment on those types of workers who perform tasks most related to the basic service or product produced by your firm. Also, please concentrate on only those employees who received vocational/technical education training within the last five years.

Feel free to elaborate on any answer you feel needs qualification, future explanation and/or amplification.

1. Name of firm: ______________________________
(CODE TYPE OF FIRM)

a. ___ agriculture, fisheries
b. ___ construction
c. ___ manufacturing
d. ___ transportation
e. ___ wholesale
f. ___ retail trade
g. ___ finance, insurance real estate
h. ___ service (e.g., tourist-related, medical, educational, government)
i. ___ other (please specify)

2. In which of the counties of Hawaii do you have offices and/or operating units?

a. ___ Honolulu b. ___ Hawaii c. ___ Kauai d. ___ Maui

3. Do you have employees who were enrolled in education classes that were organized with the intention of developing potential job skills during their high school years?

a. ___ yes b. ___ no c. ___ don't know

4. If so, what program area is most heavily represented in the prior training of your work force?

a. ___ agriculture b. ___ business c. ___ construction
d. ___ electrical/electronic e. ___ food service f. ___ health
g. ___ technical/graphic h. ___ mechanical i. ___ personal/public service
j. ___ other (please specify) ______________________________

5. Relative to occupationally-oriented education, as a whole, would you say the high schools are doing:

a. ___ a good job b. ___ a fair job
c. ___ a poor job d. ___ no opinion (Not Read)

6. Would you say that participants in high school vocational education programs are:

a. ___ no basis for comparison or no opinion (Not Read)

b. ___ better prepared than employees without such educational experience

c. ___ no better prepared than employees without such educational experience

d. ___ less prepared than employees without such educational experience

7. What would you change in the public school curriculum as it relates to preparing people for work if you could?

____

____

____

8. I'm going to read you a series of characteristics or attributes which are frequently considered in the evaluation of an employee's performance. I would like you to give me your impression of how Department of Education vocational/technical education graduates as a group measure up with regards to these criteria. The rating scale is "1" to "5" with "1" representing a very poor rating and "5" very high assessment.

		Very Poor	Poor	Neutral	Good	Very Good	No Opinion
8a.	technical knowledge	1	2	3	4	5	___
8b.	work attitude	1	2	3	4	5	___
8c.	work quality	1	2	3	4	5	___
8d.	written communication	1	2	3	4	5	___
8e.	oral communication	1	2	3	4	5	___
8f.	safety consciousness	1	2	3	4	5	___
8g.	dependability	1	2	3	4	5	___
8h.	adaptability	1	2	3	4	5	___
8i.	motivation	1	2	3	4	5	___
8j.	overall rating	1	2	3	4	5	___

9. Please comment on any of the ratings if you wish.

____

____

____

10. Do you have any employees who have taken occupationally-oriented courses at a community college administered by the University of Hawaii?

a. ___ yes   b. ___ no   c. ___ don't know

11. If so, what program area is most heavily represented in the prior training of your work force?

a. ___ agriculture	b. ___ business	c. ___ construction
d. ___ electrical/ electronic	e. ___ food service	f. ___ health
g. ___ technical/ graphic	h. ___ mechanical	i. ___ personal/ public service

j. ___ other (please specify) ______________________________

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12. Relative to occupational-oriented education, as a whole, would you say the community colleges are doing:

a. ___ a good job b. ___ a fair job
c. ___ a poor job d. ___ no opinion (Not Read)

13. Would you say that participants in community college vocational education programs are:

a. ___ no basis for comparison or no opinion (Not Read)

b. ___ better prepared than employees without such educational experience

c. ___ no better prepared than employees without such educational experience

d. ___ less prepared than employees without such educational experience

14. What would you change in the community college curriculum as it relates to preparing people for work if you could?

____

____

____

15. I'm going to read you a series of characteristics or attributes which are frequently taken into consideration in the evaluation of an employee's performance. I would like you to give me your impression of how the community colleges' vocational education graduates measure up with regards to these criteria. The rating scale is "1" to "5" with "1" indicating a very poor rating and "5" very high assessment.

		Very Poor	Poor	Neutral	Good	Very Good	No Opinion
15a.	technical knowledge	1	2	3	4	5	___
15b.	work attitude	1	2	3	4	5	___
15c.	work quality	1	2	3	4	5	___
15d.	written communication skills	1	2	3	4	5	___
15e.	oral communication	1	2	3	4	5	___
15f.	safety consciousness	1	2	3	4	5	___
15g.	dependability	1	2	3	4	5	___
15h.	adaptability	1	2	3	4	5	___
15i.	motivation	1	2	3	4	5	___
15j.	overall rating	1	2	3	4	5	___

16. Please comment on any of the ratings if you wish.

17. Do you have any employees who have enrolled in an Employment Training Center sponsored program?

a. ___ yes b. ___ no c. ___ no opinion

(If the answer is "No," go to question 20.)

18. If so, what program area is most heavily represented in the prior training of this particular group of employees?

a. ___ agriculture
b. ___ business
c. ___ construction
d. ___ electrical/ electronic
e. ___ food service
f. ___ health
g. ___ technical/ graphic
h. ___ mechanical
i. ___ personal/ public service
j. ___ other (please specify) ___

19. Would you say that graduates of Employment Training Center Programs are:

a. ___ no basis for comparison or no opinion (Not Read)

b. ___ better prepared than employees without Employment Training

c. ___ no better prepared than employees without such training

d. ___ less prepared than employees without a community college background

I would like to ask you to comment on a few questions of a general nature.

20. Do you feel that occupational training programs are serving both sexes equally? If your answer is "no," please explain.

a. ___ yes b. ___ no

21. Do you feel that occupational training programs are serving all races and cultural groups equally? If your answer is "no," please explain.

a. ___ yes b. ___ no

____

22. Do you feel that the community colleges ought to teach "developmental" and "remedial" courses in the area of basic skills that should possibly have been mastered in high school?

a. ___ yes b. ___ no

____

23. How do you recruit for the occupation upon which we have been focusing? (That occupation is ________________)

___ newspaper ads

___ company recruiter in schools

___ guidance counselors in schools

___ word of mouth

___ current employees

___ JTPA

___ state employment office

___ other (specify) ____

____

24. What is the minimum education or training required for entry-level [occupation] to perform the job?

___ high school diploma

___ two-year degree

___ certificate

___ no degree, but must have taken relevant courses in the field

___ work experience

25. Do you administer a pre-employment test for occupation? What kinds of skills are you testing for?

26. Have you found any differences among workers who received training in various schools?

a. ___ yes   b. ___ no

27. What training has been provided by the various schools and colleges that you are familiar with and deem useful?

28. What additional training would be useful and relevant from your vantage point?

29. Do you see a clash between some local cultural values and your expectations regarding the traits of a mature worker?

a. ___ yes   b. ___ no

30. If so, in what areas do you find such conflicts [e.g. timelines, punctuality, indirect response to inquiries]

31. If there are differences between home and work values associated with work, can they be successfully accommodated?

a. ___ yes   b. ___ no

32. If yes, how is this accomplished?

____ a. response was no. An applicant must "toe the line in terms of accepting and operating in conformity with most aspects of the traditional "work ethic."

____ b. We have tried the following with some success? ______________

____

____

____

33. Are there labor shortages or surpluses of individuals qualified for [occupation]?

a. ___ yes b. ___ no

Thank you for your assistance.

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